

REPORT
OF THE
INTERMEDIATE EDUCATION BOARD
FOR IRELAND
FOR THE YEAR 1891.

Presented to both Houses of Parliament by Command of Her Majesty.



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1892.

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REPORT

OF THE

INTERMEDIATE EDUCATION BOARD

FOR IRELAND

FOR THE YEAR 1891.

TO HIS EXCELLENCY, LAWRENCE, EARL OF ZETLAND,
LORD LIEUTENANT GENERAL AND GENERAL GOVERNOR OF IRELAND.

MAY IT PLEASE YOUR EXCELLENCY,

We, the Commissioners of Intermediate Education (Ireland) submit to your Excellency this our thirteenth Report.

The number of students who gave notice of their intention to present for examination in 1891 was:—

Boys.	Girls.	Total.
4,193	1,414	5,607

being a decrease of 148 in the case of boys, and an increase of 16 in the case of girls, from the corresponding numbers in 1890.

In the twelve previous years the numbers were:—

—	Boys.	Girls.	Total.
1879	3,479	794	4,271
1880	4,493	1,023	5,516
1881	5,094	2,034	7,128
1882	5,077	1,648	6,725
1883	5,621	1,314	6,935
1884	4,817	1,233	6,050
1885	4,504	1,218	5,722
1886	4,081	1,348	5,429
1887	5,012	1,469	6,481
1888	4,963	1,620	6,583
1889	5,261	1,878	7,139
1890	4,841	1,428	6,269

See Table I. The number of students who presented themselves for examination in 1891 was:—

Boys.	Girls.	Total.
3,856	1,000	5,156

In the twelve previous years the numbers were:—

—	Boys.	Girls.	Total.
1879, . .	3,218	736	3,954
1880, . .	4,114	1,447	5,561
1881, . .	5,147	1,805	6,952
1882, . .	5,153	1,861	7,014
1883, . .	5,037	1,125	6,162
1884, . .	4,413	1,091	5,504
1885, . .	4,123	1,068	5,191
1886, . .	4,343	1,190	5,542
1887, . .	4,613	1,318	5,931
1888, . .	4,551	1,507	6,058
1889, . .	4,868	1,935	6,533
1890, . .	3,943	1,293	5,236

The examinations, which commenced on 16th June and extended over ten days, were held at 149 centres, in 65 different localities, as follows:—

BOYS.

Localities.	No. of Centres.	Localities.	No. of Centres.	Localities.	No. of Centres.
Armagh, . .	1	Enniskillen, . .	1	Navan,	1
Athlone, . .	1	Ferry,	2	Neenagh,	1
Belfast, . .	9	Galway,	1	Newry,	1
Blackrock, . .	2	Holywood (Down), . .	1	Omagh,	1
Carlow,	2	Kilkenny,	2	Parsonstown, . .	1
Carrick-on-Suir, . .	1	Killarney,	1	Queensdown, . .	1
Cashel,	1	Kilrush,	1	Shillbreen,	1
Castleknoek, . .	1	Kingstown,	1	Sligo,	1
Cavan,	1	Limerick,	4	Strabane,	1
Charleville, . .	1	Listowel,	1	Terenure,	1
Clongowes Wood College,	2	Londonderry,	3	Tipperary,	1
Clonmel,	1	Longford,	1	Trillick,	1
Coleraine,	2	Loughrea,	1	Tulla,	1
Cookstown, . .	1	Lurgan,	1	Tullow,	1
Cork,	9	Mallow,	1	Waterford,	2
Draghda,	1	Midleton,	1	Westport,	1
Dublin,	16	Monaghan,	1	Wexford,	1
Dundalk,	3	Monasteran,	1	Youghal,	1
Dungarvan, . .	1	Mountatli,	1		
Fanis,	3	Mullingar,	1		
		Multyfarnham, . .	1	Total,	105

GIRLS.

Localities.	No. of Centres.	Localities.	No. of Centres.	Localities.	No. of Centres.
Armagh,	1	Dundalk,	1	Navan,	1
Athy,	1	Ross,	1	Newry,	1
Ballybrannigan,	1	Holywood (Down),	1	Omagh,	1
Ballymena,	1	Kilkenney,	1	Portadown,	1
Belfast,	6	Limerick,	1	Trillick,	1
Carrickmacross,	1	Londonderry,	3	Waterford,	1
Coburn,	1	Longford,	1	Wexford,	1
Cookstown,	1	Monaghan,	1		
Cork,	3	Mountmellick,	1		
Dublin,	9	Mullingar,	1	Total,	44

The following Table shows the distribution of Centres between the Four Provinces.

—	Leinster.	Ulster.	Monster.	Connaght.	Totals.
Boys,	41	23	35	6	105
Girls,	18	19	7	—	44
Total,	59	42	42	6	149

One hundred and eight gentlemen and forty-four ladies were employed as Centre Superintendents, being an average of one Superintendent to every 36 boys and 29 girls, respectively.

The number of students who passed the Examinations was:— See Table III.

Boys.	Girls.	Total.
2,804	774	3,578

In former years the numbers were:—

—	Boys.	Girls.	Total.
1870,	1,850	482	2,332
1880,	2,809	1,111	4,010
1881,	3,489	1,285	4,674
1882,	2,983	1,017	4,000
1883,	2,851	803	3,744
1884,	3,040	800	3,840
1885,	2,436	785	3,171
1886,	2,085	825	2,910
1887,	2,626	960	3,595
1888,	2,872	1,322	4,094
1889,	2,844	1,174	4,018
1890,	2,333	767	3,100

The proportion *per cent.* of those examined who passed was :—

Boys.	Girls.	Boys and Girls.
59.7	59.5	59.6

The proportions in former years were as follows :—

—	Boys.	Girls.	Boys and Girls.
1879, .	57.5	65.4	58.9
1880, .	70.4	76.7	72.1
1881, .	60.8	68.3	67.2
1882, .	57.8	69.6	60.4
1883, .	56.6	79.4	60.7
1884, .	62.6	73.3	69.7
1885, .	59.	69.4	61.2
1886, .	61.6	68.6	63.3
1887, .	56.9	73.5	60.
1888, .	63.1	81.1	67.5
1889, .	58.7	69.2	61.5
1890, .	59.1	59.3	59.2

See Table V. The number of students to whom were awarded £50 Prizes (Senior Grade), Exhibitions, and £10 Prizes (Junior Grade : Rule 18) was :—

Boys, 222 ; Girls, 77 ; Total, 299.

See Table VI. The number of students to whom were awarded prizes in books was :—

Boys, 123 ; Girls, 91 ; Total, 214.

See Table VII. The number of students to whom were awarded Prizes for Composition under Rule 29 was :—

Boys, 10 ; Girls, 11 ; Total, 21.

See Appendix IV. The amount of Results Fees paid to Managers of Schools on account of the Examinations in 1891 was :—

Boys, £10,290 5s. 6d. ; Girls, £3,397 0s. 6d. ; Total, £13,687 6s. 0d.

The following Table shows the distribution of Results Fees between the Four Provinces, and the number of Schools in each Province, to the Managers of which Results Fees were paid :—

PROVINCES.	Amount of Results Fees paid.		TOTAL.	No. of Schools.		TOTAL.
	Boys.	Girls.		Boys.	Girls.	
	£ s. d.	£ s. d.	£ s. d.			
LEINSTER, . . .	3,805 10 7	1,297 16 0	5,103 6 7	51	32	83
ULSTER, . . .	2,861 9 8	1,707 11 4	4,569 0 7	41	45	86
MUNSTER, . . .	2,057 5 7	808 18 2	3,424 3 9	44	15	59
CONNAUGHT, . . .	546 0 1	24 15 0	570 15 1	15	1	16
Gross Total, . .	10,290 5 6	3,397 0 6	13,687 6 0	151	93	244

The values of the Burke Memorial Prizes awarded in 1891 were :—

See Table
XII., and
App. V.

Boys—

First Prize, £14 5s.

Second Prize, £8 18s.

Girls—

Prize, £8 18s.

FINANCE.

The Balance Sheet of the Board (original Endowment), shows a surplus of £2,840 17s. 11d. (including £812 10s. Income Tax, to be refunded), subject to liabilities estimated at about £200.

The invested accumulations of former years amount to £13,425 17s. 1d.

The Balance Sheet of the Board (Local Taxation (Customs and Excise) Act, 1890), shows a surplus of—Government Securities, £34,320 11s. 9d., (purchased with £32,977 6s. 11d.); Cash, £1,451 14s. 6d.

As stated in the Report for 1890, Rules were prepared by the Board under the Local Taxation (Customs and Excise Act, 1890, Section 3, ii., and approved of by your Excellency on 8th December, 1890, providing that there should be held in the year 1891 an examination of Students in the Middle Grade, and in and after the year 1892 examinations of Students in the Middle and Senior Grades respectively, in "The Commercial Course"; and that in and after the year 1892 an examination of Students should be held in the "Preparatory Grade."

7.11.19

These Rules were framed by the Board on the basis of a notification from the Commissioners of Inland Revenue, conveyed to the Board by the letter of the Under Secretary dated 22nd October, 1890, to the effect that the amount which would be payable as the Irish share of the Beer and Spirit Duties, 1890-91, might be approximately placed at a minimum of £90,000. As it was provided by the Act that £78,000 of the Irish share of the Duties should be paid to the National Board of Education for Ireland, the Commissioners of Intermediate Education framed their additional Rules for 1891 and the Rules for 1892, on an approximate estimate of £12,000 as their share of the Duties.

The sum paid to the Board in 1891 under the above Act, however, amounted to £39,042 6s. 11d., and the Commissioners consequently decided to make large increases in Results Fees and Rewards to Students in 1892. Rules providing for these increases were accordingly prepared by the Board and approved by your Excellency on 9th January, 1892 (Appendix VI)

EDUCATION.

The conditions of passing the Examination generally in 1891, in the Ordinary Course, were the same as those in force in 1890, viz. :—

"In the case of Boys, no student shall obtain credit for the examination generally, nor shall his name be published in the Schedule of Results, unless he pass in at least four subjects, to each

of which not less than 500 Marks are assigned, in which must be included one subject from each of the following groups, viz. :—

“(A.)—(1) Greek; (2) Latin; (3) French; (4) German; (5) Italian; (6) Celtic.

“(B.)—(1) Euclid; (2) Arithmetic; (3) Algebra; (4) Plane Trigonometry; (5) Elementary Mechanics; (6) Algebra and Arithmetic (Senior Grade).

“In the case of Girls, in all Grades, it will be necessary and sufficient to pass in one subject from group (A), in English, and in any two other subjects of the Programme.” (Rule 12.)

The standard reached in 1890 was slightly surpassed in the present year, the proportion per cent. of the boys examined who passed the examination generally, in the Ordinary Course, being 59·7, of girls 59·5. The proportions in 1890 were 59·1 and 59·3, respectively.

In the new Commercial Course an examination was held of Students in the Middle Grade. The number of Candidates examined was 29, of whom 10 passed.

The notice of such examination, however, was, of necessity, short.

Detailed information respecting the character of the answering in the different subjects will be found in the extracts from Reports of Examiners (Appendix III.)

TABLE I.—Showing the Number of Students who presented themselves
1886, 1887, 1888,

	JUNIOR GRADE.											
	1879.	1880.	1881.	1882.	1883.	1884.	1885.	1886.	1887.	1888.	1889.	1890.
Boys—of the pre- scribed age, under Rule 5.	1,079	2,765	3,813	3,870	3,913	3,458	3,290	3,414	3,687	3,559	3,872	3,070
Do., Over-age,	184	114	84	101	99	86	76	103	81	125	101	64
Total,	2,163	2,928	3,907	3,971	4,012	3,544	3,366	3,517	3,768	3,714	3,973	3,134
Girls—of the pre- scribed age, under Rule 5.	451	670	1,310	1,015	745	774	754	869	664	1,103	1,327	920
Do., Over-age,	60	60	30	13	12	17	19	11	8	12	17	13
Total,	521	1,030	1,340	1,028	757	791	773	880	672	1,115	1,344	933
Gross Total,	2,684	3,958	5,247	5,002	4,769	4,335	4,139	4,400	4,440	4,829	5,317	4,067
	SENIOR GRADE.											
	1879.	1880.	1881.	1882.	1883.	1884.	1885.	1886.	1887.	1888.	1889.	1890.
Boys—of the pre- scribed age, under Rule 5.	273	318	363	339	302	285	320	244	220	244	274	219
Do., Over-age,	190	69	59	17	15	15	9	6	13	7	10	4
Total,	463	387	422	356	317	300	329	250	233	251	284	223
Girls—of the pre- scribed age, under Rule 5.	49	87	181	131	110	106	74	99	85	109	131	94
Do., Over-age,	10	33	7	6	3	2	3	.	1	3	6	2
Total,	59	120	188	137	113	108	77	102	86	112	137	96
Gross Total,	522	507	610	493	430	408	406	352	319	363	421	319

for Examination in the years 1879, 1880, 1881, 1882, 1883, 1884, 1885, 1889, 1890, and 1891.

MIDDLE GRADE.													
1879.	1880.	1881.	1882.	1883.	1884.	1885.	1886.	1887.	1888.	1889.	1890.	1891.	
550	581	791	790	838	543	554	547	579	569	547	534	423	Boys—of the pre- scribed age, under Rule 5.
132	92	47	33	40	29	28	29	33	17	34	15	24	Do. Over-age.
682	773	838	823	878	572	582	576	612	586	581	549	447	Total.
111	251	293	297	228	167	198	207	250	271	304	230	241	Girls—of the pre- scribed age, under Rule 5.
45	47	23	8	10	11	19	10	10	9	12	8	9	Do. Over-age.
156	298	316	305	248	178	208	217	260	280	316	237	250	Total.
838	1,071	1,154	1,131	926	751	800	793	872	866	897	785	707	Gross Total.
TOTAL.													
1879.	1880.	1881.	1882.	1883.	1884.	1885.	1886.	1887.	1888.	1889.	1890.	1891.	
2,902	3,779	4,307	4,599	4,883	4,280	4,610	4,205	4,450	4,402	4,601	3,825	3,721	Boys—of the pre- scribed age, under Rule 5.
416	335	180	154	154	127	115	153	127	149	145	120	133	Do. Over-age.
3,318	4,114	5,187	5,153	5,037	4,408	4,725	4,358	4,577	4,551	4,746	3,945	3,854	Total.
621	1,308	1,745	1,439	1,160	1,601	1,916	1,175	1,269	1,483	1,662	1,271	1,276	Girls—of the pre- scribed age, under Rule 5.
115	135	69	25	25	39	67	24	19	21	23	22	24	Do. Over-age.
736	1,447	1,814	1,464	1,185	1,640	1,983	1,200	1,288	1,504	1,685	1,293	1,300	Total.
3,954	5,561	6,992	6,614	6,182	5,964	6,601	5,558	5,866	6,055	6,431	5,238	5,154	Gross Total.

TABLE II.—Showing the Days and Hours at which Examinations in the several subjects of the Programme were held in 1884.

Days.	Morning Session.		Afternoon Session.		Evening Session.	
	Subjects.	Hours.	Subjects.	Hours.	Subjects.	Hours.
Tuesday, 16th June.	French, English, (Interval)	10-1 1-2 2-4	French, English, (Interval)	10-1 1-2 2-4	French, English, (Interval)	10-1 1-2 2-4
Wednesday, 17th June.	English, " (Interval)	10-1 1-2 2-4	English, " (Interval)	10-1 1-2 2-4	English, " (Interval)	10-1 1-2 2-4
Thursday, 18th June.	Algebra, Arithmetic, (Interval)	10-1 1-2 2-4	Algebra, Arithmetic, (Interval)	10-1 1-2 2-4	Plane Trigonometry, Algebra and Arithmetic, (Interval)	10-1 1-2 2-4
Friday, 19th June.	Drawing, Practical Geometry, (Interval) Trigonometry, (Interval) Geometry,	10-11.30 11.30-12 12-1.30 1.30-2 2-4	Drawing, Practical Geometry, (Interval) Trigonometry, (Interval) Geometry,	10-11.30 11.30-12 12-1.30 1.30-2 2-4	Drawing, Perspective, and Projection of Solids, Surfaces, and Shadows (Interval) Optics, (Interval) Geometry,	10-11.30 11.30-12 1.30-2 2-4
Saturday, 20th June.	Natural Philosophy, Book-keeping (Interval)	10-1 1-2 2-4	Natural Philosophy,	10-1	Natural Philosophy, Elementary Mechanics, (Interval)	10-1 1-2 2-4

* Repeated.

(continued)

TABLE II.—Showing the Date and Hours at which Examinations in the several subjects of the Procturates were held in 1911.—*cont.*

Date.	Juniata Course.		Stevens Course.		Stevens Course.	
	Subject.	Hours.	Subject.	Hours.	Subject.	Hours.
Monday, 21st Jan.	Latin, (Interval)	10-1 1-3 3-5	Latin, (Interval)	10-1 1-3 3-5	Latin, (Interval)	10-1 1-3 3-5
Tuesday, 22nd Jan.	Greek, (Interval)	10-1 1-3 3-5	Greek, (Interval)	10-1 1-3 3-5	Greek, (Interval)	10-1 1-3 3-5
Wednesday, 23rd Jan.	Latin, (Interval)	10-1 1-3 3-5	Latin, (Interval)	10-1 1-3 3-5	Latin, (Interval)	10-1 1-3 3-5
Thursday, 24th Jan.	Greek, (Interval)	10-1 1-3 3-5	Greek, (Interval)	10-1 1-3 3-5	Greek, (Interval)	10-1 1-3 3-5
Friday, 25th Jan.	Latin, (Interval)	10-1 1-3 3-5	Latin, (Interval)	10-1 1-3 3-5	Latin, (Interval)	10-1 1-3 3-5
Saturday, 26th Jan.	Greek, (Interval)	10-1 1-3 3-5	Greek, (Interval)	10-1 1-3 3-5	Greek, (Interval)	10-1 1-3 3-5
Sunday, 27th Jan.	Latin, (Interval)	10-1 1-3 3-5	Latin, (Interval)	10-1 1-3 3-5	Latin, (Interval)	10-1 1-3 3-5
Monday, 28th Jan.	Greek, (Interval)	10-1 1-3 3-5	Greek, (Interval)	10-1 1-3 3-5	Greek, (Interval)	10-1 1-3 3-5
Tuesday, 29th Jan.	Latin, (Interval)	10-1 1-3 3-5	Latin, (Interval)	10-1 1-3 3-5	Latin, (Interval)	10-1 1-3 3-5
Wednesday, 30th Jan.	Greek, (Interval)	10-1 1-3 3-5	Greek, (Interval)	10-1 1-3 3-5	Greek, (Interval)	10-1 1-3 3-5
Thursday, 31st Jan.	Latin, (Interval)	10-1 1-3 3-5	Latin, (Interval)	10-1 1-3 3-5	Latin, (Interval)	10-1 1-3 3-5
Friday, 1st Feb.	Greek, (Interval)	10-1 1-3 3-5	Greek, (Interval)	10-1 1-3 3-5	Greek, (Interval)	10-1 1-3 3-5
Saturday, 2nd Feb.	Latin, (Interval)	10-1 1-3 3-5	Latin, (Interval)	10-1 1-3 3-5	Latin, (Interval)	10-1 1-3 3-5
Sunday, 3rd Feb.	Greek, (Interval)	10-1 1-3 3-5	Greek, (Interval)	10-1 1-3 3-5	Greek, (Interval)	10-1 1-3 3-5
Monday, 4th Feb.	Latin, (Interval)	10-1 1-3 3-5	Latin, (Interval)	10-1 1-3 3-5	Latin, (Interval)	10-1 1-3 3-5
Tuesday, 5th Feb.	Greek, (Interval)	10-1 1-3 3-5	Greek, (Interval)	10-1 1-3 3-5	Greek, (Interval)	10-1 1-3 3-5
Wednesday, 6th Feb.	Latin, (Interval)	10-1 1-3 3-5	Latin, (Interval)	10-1 1-3 3-5	Latin, (Interval)	10-1 1-3 3-5
Thursday, 7th Feb.	Greek, (Interval)	10-1 1-3 3-5	Greek, (Interval)	10-1 1-3 3-5	Greek, (Interval)	10-1 1-3 3-5
Friday, 8th Feb.	Latin, (Interval)	10-1 1-3 3-5	Latin, (Interval)	10-1 1-3 3-5	Latin, (Interval)	10-1 1-3 3-5
Saturday, 9th Feb.	Greek, (Interval)	10-1 1-3 3-5	Greek, (Interval)	10-1 1-3 3-5	Greek, (Interval)	10-1 1-3 3-5
Sunday, 10th Feb.	Latin, (Interval)	10-1 1-3 3-5	Latin, (Interval)	10-1 1-3 3-5	Latin, (Interval)	10-1 1-3 3-5
Monday, 11th Feb.	Greek, (Interval)	10-1 1-3 3-5	Greek, (Interval)	10-1 1-3 3-5	Greek, (Interval)	10-1 1-3 3-5
Tuesday, 12th Feb.	Latin, (Interval)	10-1 1-3 3-5	Latin, (Interval)	10-1 1-3 3-5	Latin, (Interval)	10-1 1-3 3-5
Wednesday, 13th Feb.	Greek, (Interval)	10-1 1-3 3-5	Greek, (Interval)	10-1 1-3 3-5	Greek, (Interval)	10-1 1-3 3-5
Thursday, 14th Feb.	Latin, (Interval)	10-1 1-3 3-5	Latin, (Interval)	10-1 1-3 3-5	Latin, (Interval)	10-1 1-3 3-5
Friday, 15th Feb.	Greek, (Interval)	10-1 1-3 3-5	Greek, (Interval)	10-1 1-3 3-5	Greek, (Interval)	10-1 1-3 3-5
Saturday, 16th Feb.	Latin, (Interval)	10-1 1-3 3-5	Latin, (Interval)	10-1 1-3 3-5	Latin, (Interval)	10-1 1-3 3-5
Sunday, 17th Feb.	Greek, (Interval)	10-1 1-3 3-5	Greek, (Interval)	10-1 1-3 3-5	Greek, (Interval)	10-1 1-3 3-5
Monday, 18th Feb.	Latin, (Interval)	10-1 1-3 3-5	Latin, (Interval)	10-1 1-3 3-5	Latin, (Interval)	10-1 1-3 3-5
Tuesday, 19th Feb.	Greek, (Interval)	10-1 1-3 3-5	Greek, (Interval)	10-1 1-3 3-5	Greek, (Interval)	10-1 1-3 3-5
Wednesday, 20th Feb.	Latin, (Interval)	10-1 1-3 3-5	Latin, (Interval)	10-1 1-3 3-5	Latin, (Interval)	10-1 1-3 3-5
Thursday, 21st Feb.	Greek, (Interval)	10-1 1-3 3-5	Greek, (Interval)	10-1 1-3 3-5	Greek, (Interval)	10-1 1-3 3-5
Friday, 22nd Feb.	Latin, (Interval)	10-1 1-3 3-5	Latin, (Interval)	10-1 1-3 3-5	Latin, (Interval)	10-1 1-3 3-5
Saturday, 23rd Feb.	Greek, (Interval)	10-1 1-3 3-5	Greek, (Interval)	10-1 1-3 3-5	Greek, (Interval)	10-1 1-3 3-5
Sunday, 24th Feb.	Latin, (Interval)	10-1 1-3 3-5	Latin, (Interval)	10-1 1-3 3-5	Latin, (Interval)	10-1 1-3 3-5
Monday, 25th Feb.	Greek, (Interval)	10-1 1-3 3-5	Greek, (Interval)	10-1 1-3 3-5	Greek, (Interval)	10-1 1-3 3-5
Tuesday, 26th Feb.	Latin, (Interval)	10-1 1-3 3-5	Latin, (Interval)	10-1 1-3 3-5	Latin, (Interval)	10-1 1-3 3-5
Wednesday, 27th Feb.	Greek, (Interval)	10-1 1-3 3-5	Greek, (Interval)	10-1 1-3 3-5	Greek, (Interval)	10-1 1-3 3-5
Thursday, 28th Feb.	Latin, (Interval)	10-1 1-3 3-5	Latin, (Interval)	10-1 1-3 3-5	Latin, (Interval)	10-1 1-3 3-5
Friday, 29th Feb.	Greek, (Interval)	10-1 1-3 3-5	Greek, (Interval)	10-1 1-3 3-5	Greek, (Interval)	10-1 1-3 3-5
Saturday, 30th Feb.	Latin, (Interval)	10-1 1-3 3-5	Latin, (Interval)	10-1 1-3 3-5	Latin, (Interval)	10-1 1-3 3-5
Sunday, 31st Feb.	Greek, (Interval)	10-1 1-3 3-5	Greek, (Interval)	10-1 1-3 3-5	Greek, (Interval)	10-1 1-3 3-5

* Also only.

TABLE II.—Showing the DAYS and HOURS at which EXAMINATIONS in the several subjects of the PROGRAMME were held in 1891—*con.*

COMMERCIAL COURSE.

DAY.	MIDDLE GRADE.	
	Subject.	Hours.
Tuesday, 16th June.	French, Euclid, (Interval)	10-1 1-3 3-6
Wednesday, 17th June.	English, " (Interval)	10-1 1-3 3-6
Thursday, 18th June.	Algebra, Arithmetic, (Interval)	10-1 1-3 3-6
Friday, 19th June.	Drawing, Practical Geometry, Frechand, Chemistry, (Interval)	10-11.30 11.30-12 12-1.30 1.30-3 3-6
Saturday, 20th June.	Natural Philosophy, Book-keeping and Accounts, (Interval)	10-1 1-3 3-6
Monday, 22nd June.	Latin, Arithmetic (2nd Paper), (Interval)	10-1 1-3 3-6
Tuesday, 23rd June.	Spanish,	10-1
Wednesday, 24th June.	German,	3-6
Thursday, 25th June.	Italian,	10-1
Friday, 26th June.	Botany,	3-5

TABLE III.—Showing the number of Students who passed the Examination.

	Junior Course.			Intermediate Course.			Senior Course.			Total.		
	Examined.	Passed.	Percentage per cent. of Passes.	Examined.	Passed.	Percentage per cent. of Passes.	Examined.	Passed.	Percentage per cent. of Passes.	Examined.	Passed.	Percentage per cent. of Passes.
Exposured the prescribed age, under Rule 5.	2,748	2,752	87.1	452	225	50.0	708	271	38.3	4,908	3,248	66.2
Do., Over age.	107	68	63.5	64	27	42.2	4	3	75.0	175	98	55.9
Total.	2,855	2,820	87.5	516	252	48.8	712	274	38.5	5,083	3,346	65.8
Exposured the prescribed age, under Rule 5.	541	437	80.8	140	120	85.7	94	67	71.3	1,775	624	35.2
Do., Over age.	15	2	13.3	5	1	20.0	2	—	—	22	3	13.6
Total.	556	439	78.9	145	121	83.3	96	67	69.8	1,797	627	34.9
Grand Total.	3,411	3,259	80.9	661	373	56.4	808	341	42.2	6,880	3,976	57.8

TABLE IV.—Showing the ages of Boys and Girls who notified their intention to present for Examination in 1891 in the Junior Grade, and who, on the 1st June, 1891, attained or were under 16 years of age.

—	Not over 16 but over 14.	Not over 15 but over 14.	Not over 11 but over 13.	Not over 13, but over 12.	Total.
Boys,	1,207	1,117	687	812	3,823
Girls,	419	389	181	65	1,046
Per Centage of Boys, .	36.6	33.6	20.6	9.4	—
Per Centage of Girls, .	40.0	36.3	17.8	6.3	—

TABLE V.—Showing the number of Students to whom £50 Prizes (Senior Grade), Exhibitions, and £10 Prizes (Junior Grade : Rule 18), were awarded.

—	Senior Grade, £50.	Middle Grade, £30 a year, twice for two years.	Junior Grade.		Total.
			£10 a year, twice for three years.	£10 Prize.	
Boys,	17	29	98	88	222
Girls,	7	18	26	26	77
Gross Total,	24	47	114	114	299

TABLE VI.—Showing the number of Students to whom Prizes in Books were awarded.

	First Class Prizes.	Second Class Prizes.	Third Class Prizes.	Total.
Boys:—				
Junior Grade, . . .	27	25	49	101
Middle „ . . .	2	—	13	15
Senior „ . . .	2	3	3	7
Total, . . .	31	27	65	123
Girls:—				
Junior Grade, . . .	10	20	31	61
Middle „ . . .	3	4	14	21
Senior „ . . .	2	2	5	9
Total, . . .	15	26	50	91
Gross Total, . . .	46	53	115	214

TABLE VII.—Showing the number of Students to whom Prizes in Composition were awarded. (Rule 29).

	French.	English.	Latin.	German.	Italian.	Greek.	Total.
Boys:—							
Junior Grade, £2, . .	1	1	1	1	—	1	5
Middle „ £3, . .	—	1	—	—	—	2	3
Senior „ £4, . .	—	1	1	—	—	—	2
Total, . . .	1	3	2	1	—	3	10
Girls:—							
Junior Grade, £2, . .	1	2	—	2	1	—	6
Middle „ £3, . .	1	1	—	1	—	—	3
Senior „ £4, . .	—	—	1	1	—	—	2
Total, . . .	2	3	1	4	1	—	11
Gross Total, . . .	3	6	3	5	1	3	21

TABLE VIII.—Showing for each subject (1) the number of students who passed with Honors, (2) the number who passed without Honors, (3) the number who failed, and (4) the total number examined; also the proportion per cent. to those examined of those who (5) passed with Honors, and (6) who passed without Honors.

BOYS.

Junior Grade (at the Prescribed Age).	Subjects.													
	Greek.	Latin.	English.	French.	Sci- ence.	History.	Geog.	Arith- metics.	Book- keeping.	Book- bnd.	Algebra.	Euclid Prop- ositions.	Cosme- tography.	Surveying.
Passed with Honors,	180	424	423	240	70	37	47	1,066	100	434	717	383	379	287
Passed without Honors,	137	281	1,086	1,073	31	38	179	1,499	562	1,598	130	176	367	361
Failed,	129	943	503	1,394	32	33	126	358	528	867	1,868	402	353	374
Total Examined,	446	1,748	1,912	2,707	133	108	352	2,923	1,190	3,900	3,915	1,161	799	1,022
Proportion per cent. who passed with Honors,	40.0	24.2	22.1	8.9	52.0	34.0	13.0	36.5	8.4	11.1	18.3	32.8	47.3	28.1
Do so, without Honors,	30.0	16.1	56.7	39.5	23.3	35.0	50.0	51.6	47.6	40.9	3.3	10.0	45.7	42.4
(Senior Age).														
Passed with Honors,	3	30	45	55	5	3	1	43	9	27	35	13	17	6
Passed without Honors,	1	21	40	45	1	2	1	24	16	36	25	21	14	20
Failed,	26	36	31	34	1	1	2	35	36	56	55	76	4	21
Total Examined,	29	87	116	134	7	6	4	102	61	119	115	110	35	47
Proportion per cent. who passed with Honors,	10.0	34.5	39.0	41.0	71.0	50.0	25.0	42.2	14.8	22.7	30.4	11.8	48.6	12.8
Do so, without Honors,	3.0	24.1	34.5	33.6	14.0	33.0	25.0	23.5	26.2	30.3	21.7	19.1	39.6	46.9

TABLE VIII.—Showing for each subject (1) the number of students who passed with Honors, (2) the number who passed without Honors, (3) the number who failed, and (4) the total number examined; also the proportion per cent. to those examined of those who (5) passed with Honors, and (6) who passed without Honors—continued.

BOYS.

Middle Grade (at the Twentieth Age).	Subjects.											
	Class.	Latin.	English.	French.	German.	Italian.	Greek.	Arith- metics.	Algebra.	Geometry.	Science.	Average.
Passed with Honors.	50	50	138	199	14	8	18	120	108	140	71	38
" without Honors.	52	128	150	203	18	10	1	120	152	160	71	42
Failed.	17	23	20	21	1	2	18	128	48	140	10	20
Total Examined.	119	171	298	394	23	21	37	268	268	340	151	118
Proportion per cent. who passed with Honors. .	41.6	29.3	46.3	50.5	60	38	48.6	44.8	40.3	41.2	47.0	32.2
" " without Honors.	43.7	75.9	50.7	51.3	77	48	2.7	44.8	56.7	46.4	73.0	67.8
Lower Grade.												
Passed with Honors.	7	3	4	4	"	2	"	8	5	5	3	4
" " without Honors.	4	10	15	21	"	"	"	8	14	10	4	10
Failed.	2	4	4	4	"	"	"	4	5	7	4	4
Total Examined.	13	17	23	29	"	4	"	20	24	22	11	18
Proportion per cent. who passed with Honors. .	53.8	17.6	17.4	13.8	"	50	"	40.0	20.8	22.7	27.3	22.2
" " without Honors.	30.8	58.8	65.2	72.4	"	"	"	40.0	79.2	77.3	72.7	77.8

TABLE IX.—Showing for each subject (1) the number of students who passed with Honors, (2) the number who passed without Honors, (3) the number who failed, and (4) the total number examined; also the proportion per cent. to those examined of those who (5) passed with Honors, and (6) who passed without Honors—continued.

BOYS.

Senior Grade (At the Prescribed Age).	Subjects.													
	Greek	Latin	English	French	German	Italian	Hebrew	Logic & Metaphysics	Physical Science	Chemistry & Botany	Mathematics	History	Geography	Music
Passed with Honors,	46	49	49	264	29	9	25	100	90	41	7	68	33	100
Passed without Honors,	12	17	29	27	1	10	4	25	26	26	47	30	24	100
Failed,	108	40	65	83	4	1	7	10	64	33	84	31	43	100
Total Examined,	166	106	243	374	34	20	32	135	176	100	128	129	100	200
Proportion per cent. who passed with Honors,	27.1	46.4	20.4	70.6	85	45	78.1	74.1	51.1	41.1	5.5	52.7	33.0	50.0
Do so, without Honors,	7.2	16.1	11.9	7.2	3	50	12.5	18.5	14.8	26.0	36.7	23.2	24.0	50.0
(Over Age).														
Passed with Honors,	2	3	2	2	1	1	1	1	1	1	1	1	1	1
Passed without Honors,	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Failed,	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Total Examined,	4	5	4	4	3	3	3	3	3	3	3	3	3	3
Proportion per cent. who passed with Honors,	50	60	50	50	33	33	33	33	33	33	33	33	33	33
Do so, without Honors,	25	20	25	25	33	33	33	33	33	33	33	33	33	33

TABLE IX.—Showing for each subject (1) the number of students who passed with Honors, (2) the number who passed without Honors, (3) the number who failed, and (4) the total number examined, also the proportion per cent. to those examined of those who (5) passed with Honors, and (6) who passed without Honors—continued.

BOYS.

Total in all Grades (at the Prescribed Age).	Honors.																
	Spoken	Latin	English	French	German	Italian	Classical	Modern	Maths	Science	History	Geography	Physical Science	Practical Science	Art	Music	Drawing
Passed with Honors, . . .	518	750	1,120	802	481	48	120	1,207	366	394	408	81	35	7	429	334	236
" without Honors, . . .	136	66	1,210	1,267	79	33	111	5,213	212	1,212	312	19	98	45	363	175	189
Failed, . . .	266	177	502	1,210	12	31	146	896	490	1,308	1,799	74	23	14	272	201	161
Total Examined, . . .	720	913	2,832	2,889	612	112	377	6,316	868	3,212	2,599	174	156	28	1,064	710	586
Proportion per cent. who passed with Honors, . . .	47.2	82.1	39.5	27.7	78.6	42.8	31.8	19.3	42.1	29.4	15.7	46.5	22.4	25.0	40.3	48.4	40.3
" " without Honors, . . .	18.9	7.2	42.9	43.8	1.4	29.4	29.4	33.1	23.4	40.6	69.3	4.1	63.6	16.6	25.7	25.6	29.7
(Senior Age).																	
Passed with Honors, . . .	8	41	62	28	5	6	1	17	8	47	20	1	1	1	49	29	40
" " without Honors, . . .	12	43	63	25	1	5	1	45	10	46	27	1	1	1	52	26	24
Failed, . . .	10	22	15	49	4	1	2	20	20	31	40	1	1	1	29	15	16
Total Examined, . . .	30	106	140	102	10	12	4	82	38	124	87	3	3	3	130	70	80
Proportion per cent. who passed with Honors, . . .	26.7	38.7	44.3	27.5	50.0	50.0	25.0	20.5	21.1	38.7	23.0	33.3	33.3	33.3	37.7	41.4	50.0
" " without Honors, . . .	40.0	41.7	43.6	46.1	5.0	8.3	25.0	39.0	50.0	61.7	77.0	33.3	33.3	33.3	62.3	58.6	50.0

Not for Grade only

Classical and Modern Grades.

Liberal Arts only

TABLE IX.—Showing for each subject (1) the number of students who passed with Honors, (2) the number who passed without Honors, (3) the number who failed, and (4) the total number examined; also the proportion per cent. to those examined of those who (2) passed with Honors, and (3) who passed without Honors—continued.

BOYS AND GIRLS.

Middle Grade, Commercial Classes (at the Fourteenth Age).	Examinations.													
	Latin.	English.	French.	German.	Italian.	Spanish.	Arith- metics.	Book-keeping & Algebra.	History.	Geography.	Science & Philosophy.	Chem- istry.	Phys- ics.	Religion.
Passed with Honors,	4	22	12	1	1	1	10	2	13	5	4	2	2	1
Passed without Honors,	15	25	2	1	1	1	14	11	10	12	2	2	2	1
Failed,	15	25	2	1	1	1	8	11	7	2	11	4	2	1
Total Examined,	34	72	16	3	3	3	32	24	30	19	17	8	6	3
Proportion per cent. who passed with Honors,	12	31	75	33	33	33	31	8	43	26	24	25	33	33
Ratio, without Honors,	11	22	23	20	20	20	21	23	17	23	25	25	27	27
(Over Age).														
Passed with Honors,	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Passed without Honors,	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Failed,	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Total Examined,	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Proportion per cent. who passed with Honors,	33	33	33	33	33	33	33	33	33	33	33	33	33	33
Ratio, without Honors,	100	100	100	100	100	100	100	100	100	100	100	100	100	100

TABLE IX.—Showing for each subject (1) the number of students who passed with Honors, (2) the number who passed without Honors, (3) the number who failed, and (4) the total number examined; also the proportion per cent. to those examined of those who (5) passed with Honors, and (6) who passed without Honors.

GIRLS.

Junior Grade (Of the prescribed Age).	Subjects.															
	Greek	Latin	Eng- lish	French	Ger- man	Italian	Science	Algebra	Geom- etry	History	Ap- plications	Logic	Psychology	Physiology	Botany	Zoology
Passed with Honors,	4	27	350	578	116	11	.	500	1	48	10	4	6	11	61	158
Passed without Honors,	1	23	252	296	31	15	.	251	22	54	176	5	6	26	156	201
Failed,	9	50	107	474	34	39	1	499	35	190	113	14	9	39	125	131
Total Examined,	14	100	709	868	181	65	1	1250	58	292	299	23	19	76	342	390
Proportion per cent. who passed with Honors, .	28.6	27.0	49.4	66.6	64.1	16.9	.	40.0	1.7	16.4	3.3	17.4	31.6	14.5	17.8	40.5
Do so, without Honors,	7.1	23.0	35.6	34.0	17.2	23.1	.	20.1	38.0	18.5	59.0	21.7	31.6	34.4	41.8	51.3
(Over Age).																
Passed with Honors, . . . . .	.	.	6	3	2	1	.	4	.	3	1	.	.	.	3	1
Passed without Honors, . . . . .	.	.	5	4	.	.	.	8	.	3	3	.	.	.	3	4
Failed, . . . . .	.	.	.	4	.	.	.	8	.	3	1	.	.	.	8	6
Total Examined, . . . . .	.	.	11	7	2	1	.	20	.	6	4	.	.	.	14	11
Proportion per cent. who passed with Honors, .	.	.	54.5	42.9	100	100	.	20.0	.	50	25	.	.	.	21.4	9.1
Do so, without Honors, . . . . .	.	.	45.5	57.1	.	.	.	80.0	.	50	75	.	.	.	78.6	90.9

TABLE IX.—Showing for each subject (1) the number of students who passed with Honors, (2) the number who passed without Honors, (3) the number who failed, and (4) the total number examined; also the proportion per cent. to those examined of those who (5) passed with Honors, and (6) who passed without Honors—continued.

GIRLS.

Middle Grade (Of the Prescribed Age).	Subjects.														
	Greek.	Latin.	English.	French.	German.	Italian.	Portug.	Arabic.	Hebrew.	Algebra.	Geometry.	Trigon.	Surveying.	Drawing.	Music.
Passed with Honors.	5	14	60	100	41	8	1	10	50	11	-	-	10	10	10
without Honors.	1	20	121	124	14	10	-	11	47	26	-	-	22	21	10
Failed.	-	22	22	22	8	4	-	25	20	20	7	3	5	24	20
Total Examined.	6	56	103	146	63	22	1	56	117	57	11	3	37	55	40
Proportion per cent. who passed with Honors.	83.3	25.0	58.3	68.5	65.0	36.4	100.0	17.9	42.7	19.3	-	-	27.0	18.2	25.0
Do so, without Honors.	16.7	75.0	41.7	31.5	35.0	63.6	-	82.1	57.3	80.7	100.0	100.0	73.0	81.8	75.0
(Over Age).															
Passed with Honors.	-	-	1	1	-	-	-	-	-	-	-	-	-	-	1
without Honors.	-	-	1	1	-	-	-	-	-	-	-	-	1	1	1
Failed.	-	-	2	1	1	-	-	1	-	-	-	-	-	1	1
Total Examined.	-	-	4	3	2	-	-	2	-	-	-	-	2	2	3
Proportion per cent. who passed with Honors.	-	-	25.0	33.3	-	-	-	-	-	-	-	-	-	-	33.3
Do so, without Honors.	-	-	75.0	66.7	-	-	-	-	-	-	-	-	100.0	100.0	66.7

TABLE IX.—Showing for each subject (1) the number of students who passed with Honours, (2) the number who passed without Honours, (3) the number who failed, and (4) the total number examined; also the proportion per cent. to those examined of those who (5) passed with Honours, and (6) who passed without Honours—continued.

GIRLS.

Student Grade (or the prescribed age).	In course														
	Text	Arith.	English	French	German	Italian	Latin	Modern Languages	Maths.	Science	History	Geography	Music	Art	Total examined
Passed with Honours,	1	26	42	22	22	3	.	22	4	4	3	1	.	.	10
Passed without Honours, . . . . .	.	34	42	24	1	14	.	34	10	11	3	.	1	1	24
Failed, . . . . .	.	2	2	22	1	4	.	4	18	4	2	2	1	1	2
Total Examined,	1	62	86	46	23	17	.	60	36	19	12	4	2	26	46
Proportion per cent. who passed with Honours, .	100	42	48.7	47.8	95.7	17.6	.	36.7	11.1	21.1	25	25	50	3.8	21.7
Do. without Honours, . . . . .	.	55.2	48	52.2	4.3	82.4	.	63.3	55.6	52.2	16.7	25	50	36.2	78.3
(over age).															
Passed with Honours, . . . . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Passed without Honours, . . . . .	.	.	1	2	.	.	.	.	.	.	.	.	.	.	2
Failed, . . . . .	.	.	1	2	.	.	.	.	.	.	.	.	.	.	2
Total Examined, . . . . .	.	.	2	2	.	.	.	.	.	.	.	.	.	2	2
Proportion per cent. who passed with Honours, .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Do. without Honours, . . . . .	.	.	50	.	.	.	.	.	.	.	.	.	.	100	100

TABLE IX.—Showing for each subject (1) the number of students who passed with Honors, (2) the number who passed without Honors, (3) the number who failed, and (4) the total number examined, also the proportion per cent to those consisted of those who (5) passed with Honors, and (6) who passed without Honors—continued.

GIRLS.

Total in all Grades (of the Prescribed Age).	Subjects.																		
	Class.	Latin.	Eng. Lit.	French.	German.	Italian.	Greek.	Mathematics.	History & Geography.	Science.	Art.	Music.	Physical & Mental Science.	Home Science.	Modern Languages.	Physical Education.	Other.	Unsuccessful.	Per cent.
Passed with Honors.	2	21	278	438	177	31	1	218	8	125	14	8	4	8	7	32	118	236	206
Passed without Honors.	18	17	470	455	25	26	1	301	26	117	150	12	18	18	8	35	269	421	436
Failed.	3	46	182	628	88	34	1	266	55	180	350	112	4	50	11	69	220	825	111
Total Examined.	23	164	1,270	1,921	269	91	2	1,225	89	422	474	20	26	36	26	113	607	1,482	1,353
Proportion per cent. who passed with Honors.	8.7	12.8	22.0	22.9	6.5	3.4	0.1	17.8	9.0	29.6	2.9	4.0	15.4	22.2	26.9	28.3	19.4	16.0	15.2
Ratio, without Honors.	18.7	36.8	48.7	54.2	93.4	40	1	33.3	27.2	32.4	30.6	33.3	37.9	26.1	31.7	43.6	47.6	56.9	58.1
(Over Age).																			
Passed with Honors.	1	1	5	2	2	1	1	4	1	1	1	1	1	1	1	1	5	1	1
Passed without Honors.	1	1	10	12	1	1	1	8	1	1	1	1	1	1	1	1	2	1	1
Failed.	1	1	2	7	1	1	1	13	1	1	1	1	1	1	1	1	4	1	1
Total Examined.	3	3	17	21	4	3	3	25	3	3	3	3	3	3	3	3	12	3	3
Proportion per cent. who passed with Honors.	33.3	33.3	29.4	9.5	50.0	33.3	33.3	16.0	33.3	33.3	33.3	33.3	33.3	33.3	33.3	33.3	41.7	33.3	33.3
Ratio, without Honors.	66.7	66.7	70.6	90.5	50.0	66.7	66.7	84.0	66.7	66.7	66.7	66.7	66.7	66.7	66.7	66.7	58.3	66.7	66.7

1. Under Grade only.

2. Under and Middle Grades.

3. Under Grade only.

xviii Report of the Intermediate Education Board for Ireland.

TABLE XI.—ACCOUNTS of the BOARD for
(A) CAPITAL

	Securities.	Cash.
	£ s. d.	£ s. d.
Balance on 1st January, 1891.	1,009,761 4 9	—
Surplus Income for years 1889-90 from Income Account.	3,611 13 4	3,511 15 7
	£ 1,013,425 17 1	3,511 16 7

(B) INCOME		
RECEIPTS.	£ s. d.	£ s. d.
<i>In respect of the year 1890:—</i>		
Cash Balance as per Report of 1890 [including Cr. Balance, 1889, £1,763 19s. 9d.],	£2,847 4 1	
Results Fees for 1883 to be refunded,	1 19 3	
	2,849 3 4	
Income Tax refunded,	812 10 0	
Results Fees refunded, 1890,	11 0 10	
Refunded by Centre Superintendent, per Auditor's Query,	0 16 0	
Drafts written back, viz:—		
Results Fees,	0 10 0	
[Cr. Balance, 1889 & 1890, £3,511 15s. 7d.]		3,511 0 2
<i>In respect of the year 1891:—</i>		
Interest of Securities,	32,797 0 10	
" on Cash on deposit,	60 17 1	
Examination Fees,	737 8 4	
Do. (late) Fees,	8 2 6	
Sale of Waste Paper,	2 13 7	
Sale of Publications,	115 10 9	
Restitution,	1 5 0	
Drafts written back, Exhibitions,	20 0 0	
Refund by Copyist,	7 10 0	
Amount received in pursuance of Local Taxation (Customs and Excise) Act, (Section 3, ii.),		33,756 7 9
* [Cr. Balance, 1891, £1,528 7s. 11d.]		33,642 6 11
		£ 76,432 14 10

* The net liability against this balance is estimated at £200.

the year ended 31st December, 1891.

ACCOUNT.

	<i>Securities.</i>	<i>Cash.</i>
	£ s. d.	£ s. d.
Cash invested in Government Securities, as per Contra,	—	3,511 15 7
Balance on 31st December, 1891,	1,013,425 17 1	—
£	1,013,425 17 1	3,511 15 7

ACCOUNT.

PAYMENTS.	£ s. d.	£ s. d.
<i>In respect of the year 1890:—</i>		
<i>Administration—</i>		
Printing and Stationery,	1 5 9	
Incidentals,	9 4 0	
Cost of Audit, 1890,	100 0 0	
Examinations—Hire of Halls,	5 0 0	
Petty Expenses,	1 8 6	
Results Fees,	29 16 4	
Minor Prizes,	5 0 0	
		152 14 7
<i>In respect of the year 1891:—</i>		
<i>Administration—</i>		
Permanent Salaries,	2,810 19 4	
Writers,	316 19 5	
Rent,	64 12 4	
Printing and Stationery,	70 7 7	
Incidentals,	320 11 4	
		3,500 1 0
<i>Examinations—</i>		
Examiners,	3,675 0 0	
Do., Locomotive Expenses,	34 7 6	
Central Superintendents,	2,098 0 0	
Do., Locomotive Expenses,	254 1 4	
Hire of Rooms,	153 0 4	
Printing and Stationery,	780 5 9	
Petty Expenses,†	544 8 11	
Locomotive do.,	5 14 2	
		7,556 4 0
<i>Rewards—</i>		
Money Prizes and Exhibitions, 1891 (now Awards),	5,041 0 0	
Molety of Exhibitions, 1890,	1,762 10 0	
Retained Exhibitions of 1888, 1889, & 1890,	2,910 0 0	
Results Fees,	9,035 3 4	
Medals and Minor Prizes,	453 1 6	
		20,200 14 10
<i>Miscellaneous—</i>		
Income Tax to be refunded,	—	812 10 0
Purchase of Govt. New 2½% Stock, Local Taxation Account,	32,977 6 11	
Transfer to Deposit Account, ditto,	6,055 0 0	
		39,042 6 11
Surplus Income, years 1889 and 1890, transferred to Capital Account,	—	3,511 15 7
<i>Balance—</i>		
Cash,	1,526 8 8	
Results Fees, overpaid in 1882 to be refunded by Teachers,	1 19 3	
		1,528 7 11
		£ 76,462 14 10

† Under this are included advertisements, postage, carriage of parcels, and sundry petty expenses.

TABLE XII.—Accounts of the Board (Local Taxation (Customs and Excise) Act) for the year ended 31st December, 1894.

(A) CAPITAL ACCOUNT.

	Shillings.	Pence.		Shillings.	Pence.
	£ s. d.	£ s. d.		£ s. d.	£ s. d.
Transfer from Income (General) Account,	—	22,857 8 11	Cash lent out in Cert. Securities (as per	—	22,857 8 11
Securities purchased, viz., Govt. 3½ per cent. Bonds,	24,500 11 9	—	Balances on 31st December, 1894, . . .	24,500 11 9	—
£	24,500 11 9	22,857 8 11	£	24,500 11 9	22,857 8 11

(B) INCOME ACCOUNT.

	£ s. d.		£ s. d.
Transfer from Income (General) Account,	6,402 2 0	Excesses,	473 0 0
Balance on Securities,	408 2 0	Banker's Fees,	4,022 2 8
“ Cash on Deposit,	42 15 8	Balance on 31st December, 1894,	1,403 14 8
£	6,442 17 8	£	6,448 17 8

Given under our Common Seal

this 26th day of February, 1892.

L.S.

Present at Board Meeting when Seal was affixed,

T. J. BELLINGHAM BRADY, } *Assistant Commissioners*
JOHN C. MALET, }

NAMES OF THE COMMISSIONERS

OF

INTERMEDIATE EDUCATION (IRELAND).

Right Hon. J. T. BALL, LL.D., D.C.L., Chairman.

Right Hon. C. PALLES, LL.D., Lord Chief Baron of the Exchequer
in Ireland, Vice-Chairman.

Rev. GEORGE SALMON, D.D., D.C.L., LL.D., F.R.S., Provost, Trinity
College, Dublin.

The Right Hon. the O'CONNOR DON, D.L.

Rev. W. TODD MARTIN, D.LIT.

* * * * *

ASSISTANT COMMISSIONERS.

T. J. BELLINGHAM BRADY, LL.D.

JOHN C. MALET, M.A., F.R.S.

APPENDIX I.

LIST of PERSONS of whom a sufficient number will be selected with the approval of the LORD LIEUTENANT, to conduct the Examinations in 1891 (Rule 4).

GREEK AND LATIN.

- Armour, Rev. Jas. B., M.A. (R.U.I.)
 Barrett, Rev. R.
 Beare, John I., M.A., F.T.C.D.
 Bury, John B., M.A. (Dub.) ; F.T.C.D.
 Butler, Rev. M. J., B.A., D.D.
 Conan, Arthur, M.A. (R.U.I.), B.A. (Dub.), Sen. Mod., T.C.D.
 Crowe, Rev. Jeremiah, St. Patrick's College, Thurles.
 Dickie, John, B.A. (Dub.), 1st Sen. Mod., T.C.D.
 Dongan, T. W. (Cantab.), M.A., Ex-Fellow, St. John's College, Cambridge, Professor of Latin, Queen's College, Belfast.
 Dowdall, Rev. Launcelot D., LL.B. (Dub.), M.A. (Oxon.), 1st Sen. Mod. T.C.D., University Student.
 Doyle, Charles F., M.A. (R.U.I.), B.A. (Dub.), Sen. Mod., T.C.D.
 Doyle, Robert, B.A. (Dub.), Moderator, T.C.D.
 Glanville, F. C., B.A. (Dub.), Sen. Mod., University Student, T.C.D.
 Hamilton, A. B., LL.B. (R.U.I.)
 Hayes, Rev. Laurence J., D.D., Professor, St. Patrick's College, Thurles.
 Keene, Charles, M.A. (Dub.), Sen. Mod., T.C.D.
 Kelly, Rev. J. J.
 King, Robert M., B.A. (Dub.), 1st Sen. Mod., T.C.D., University Student.
 Maguire, Rev. E., Professor of Classics, St. Patrick's College, Maynooth.
 McRory, Rev. Joseph, Professor, St. Patrick's College, Maynooth.
 Molahan, John P., B.A. (Dub.), Sen. Mod., T.C.D.
 Montgomery, Malcolm, M.A. (Dub.), 1st Sen. Mod., T.C.D., Univ. Student.
 Newsome, Clarence, M.A. (R.U.I.), Sen. Mod., T.C.D.
 O'Neill, Rev. James.
 Palmer, Arthur, M.A. (Dub.), F.T.C.D., Prof. of Latin, Univ. of Dublin.
 Patton, Rev. Samuel, M.A.
 Rice, Rev. James, B.D. (Dub.), Sen. Mod., T.C.D.
 Ridgeway, William, M.A. (Dub.), Professor of Greek, Queen's College, Cork ; Ex-Fellow, Gonville and Caius College, Cambridge.
 Rowan, William H., M.A., Univ. Student, R.U.I.
 Ryan, Rev. Innocent, Professor, St. Patrick's College, Thurles.
 Roberts, Theodore M., M.A. (Dub.)
 Sendford, Philip George, M.A. (Dub.), Professor of Latin, Queen's College, Galway, Sen. Mod., T.C.D.
 Starkie, W. J. M., B.A., F.T.C.D.
 Stewart, James, M.A. (Cantab.), F.R.U.I., Professor, University Coll., Dublin.

- Thompson, D'Arcy W., M.A. (Cantab.), F.R.U.I., Professor of Greek, Queen's College, Galway.
 Tyrrell, Robert Y., M.A. (Dub.), F.R.C.D., Professor of Greek, Univ. of Dublin.
 Wilkins, George, M.A. (Dub., Sen. Mod., T.C.D.)
 Wilson, Herbert, B.A. (Dub.), 1st Sen. Mod., T.C.D.

ENGLISH.

- Allen, Henry J., B.A. (Dub.), 1st Sen. Mod., T.C.D.
 Armstrong, George F., M.A. (Dub.); F.R.U.I.; Professor of History and English Literature, Queen's College, Cork.
 Bailey, William F., B.A. (Dub.), 1st Sen. Mod., T.C.D.
 Barry, Rev. Louis Aug., LL.D. (Dub.), 1st Sen. Mod., T.C.D.
 Bastable, C. F., B.A. (Dub.), Prof. of Political Economy, Univ. of Dublin.
 Boyd, Andrew, M.A. (R.U.I.)
 Brown, Samuel Lombard, B.A. (R.U.I.)
 Carmichael, Rev. Frederick F., LL.D. (Dub.)
 Cherry, Richard R., M.A., LL.D. (Dub.), Reid Professor of Constitutional and Criminal Law, T.C.D.
 Clancy, Rev. John J., Professor of English Literature, St. Patrick's College, Maynooth.
 Coghlan, Rev. Daniel, St. Patrick's College, Maynooth.
 Colclough, John D.
 Cooke, John, B.A. (Dub.)
 Coyne, William P., M.A. (R.U.I.)
 Croly, D., M.A. (R.U.I.), Professor of English Literature, Catholic Training College, Drumcondra.
 Dixon, G. Y., M.A., T.C.D.
 Donnellan, Rev. James, St. Patrick's College, Maynooth.
 Donovan, R., B.A. (R.U.I.)
 Evans, Rev. Henry, B.D.
 Fetherstonhaugh, Godfrey, B.A. (Dub.), 1st Sen. Mod., T.C.D., University Student.
 Fitzgibbon, Henry M., M.A. (Dub.), Senior Mod., T.C.D.
 Fogarty, Rev. M., St. Patrick's College, Maynooth.
 Gilliland, W. L., B.A., LL.B. (Dub.), Senior Mod., T.C.D.
 Gilmartin, Rev. T., St. Patrick's College, Maynooth.
 Graham, Wm., M.A. (Dub.), Professor of Jurisprudence and Political Economy, Queen's College, Belfast.
 Hardy, William J., LL.D. (Dub.), Sen. Mod., T.C.D.
 Harrison, Thomas, B.A., LL.B. (R.U.I.)
 Henry, Rev. Edgar J., M.A. (R.U.I.)
 Herdman, John O., M.A., Sen. Mod., T.C.D.
 Keane, A. H., B.A.
 Lennox, P. J., B.A. (R.U.I.)
 Lyster, Thomas W., B.A. (Dub.), 1st Senior Mod., T.C.D., Assistant Librarian, National Library of Ireland.
 M'Bride, Rev. J. B., B.A. (R.U.I.)
 M'Donald, Rev. Walter, St. Patrick's College, Maynooth.
 M'Gauran, Rev. Patrick.
 Magennis, William, M.A. (R.U.I.)
 M'Intosh, Henry S., M.A. (Dub.)
 MacMullan, S. J., M.A. (R.U.I.)
 Murphy, James.
 Nash, Rev. Francis L., M.A. (Oxon.)

- Newcombe, Rev. J. D. E., B.A., B.D. (Dub.), Sen. Mod., T.C.D.
 Nicolls, Archibald J., LL.B. (Dub.)
 O'Leary, Rev. Patrick, St. Patrick's College, Maynooth.
 O'Loan, Rev. Daniel, St. Patrick's College, Maynooth.
 Osborne, R. E., M.A.
 Owens, Rev. R., St. Patrick's College, Maynooth.
 Park, John, M.A. (R.U.I.), F.R.U.I., Professor of Logic and Metaphysics,
 Queen's College, Belfast.
 Rea, Rev. George T., M.A.
 Redmond, Frederick, B.A. (Dub.), Sen. Mod., T.C.D.
 Rolleston, T. W., B.A., T.C.D.
 Rowley, Thomas, M.A., Professor of Modern History and English
 Literature, University College, Bristol.
 Seratton, Thomas, B.A. (Oxon.)
 Smyth, Rev. J. Paterson, B.A., LL.B. (Dub.), Sen. Mod., T.C.D.
 Steele, L. Edward, B.A. (Dub.), Professor in the Church of Ireland
 Training College, Kildare-place.
 Taylor, John F.
 Welland, Rev. Charles W., B.A. (Dub.), Sen. Mod., T.C.D.
 Whelan, Rev. Denis, St. John's College, Waterford.
 Whitty, R. O. J., B.A. (Dub.), Sen. Mod., T.C.D.
 Willson, Rev. Thomas B., M.A. (Dub.), 1st Sen. Mod., T.C.D.
 Witherow, J. M., B.A. (R.U.I.)
 Wright, A. E., B.A. (Dub.), 1st Senior Mod., T.C.D.
 Yonge, Charles D., M.A. (Oxon.), F.R.U.I., Professor of History and
 English Literature, Queen's College, Belfast.

FRENCH.

- Amours, F. J., B. es L. French Master, Glasgow Academy.
 Barbier, Paul E. E., Lecturer, French Language and Literature, Univ.
 Coll., South Wales, Cardiff.
 Barbier, Georges E., Lecturer in French, The Athenaeum, Glasgow.
 Barrière, A., Prof. of French, Royal Military Academy, Woolwich.
 Boielle, James, B.A. (Paris).
 Bue, Henry, B. es L. (Univ. Gall.)
 Cogery, A., B.A., LL.D. (Paris), Examiner in French, Trinity Coll., London.
 D'Anquier, Rev. E. C., M.A. (Cantab.), South Eastern College, Ramsgate.
 D'Anquier, T. C.
 Dupuis, Alexandre L., B.A.
 Egerton, Charles W., M.A. (Dub.), Senior Mod., T.C.D.
 Esclançon, A., Examiner in the University of London.
 Hogan, Rev. J. F., St. Patrick's College, Maynooth.
 Janau, Elphège, Assistant Examiner in the University of London.
 Ludwig, A., B.A. (Univ. Gallie).
 McWeeney, Edmund J., M.A., M.B. (R.U.I.)
 Massé, J. F. P.
 Miget, N., B. es L.
 Oger, V., French Lecturer, Univ. Coll., Liverpool.
 Spence, Frederic, M.A., Ph.D., Professor of Modern Languages, Uni-
 versity College, Bangor.
 Steinberger, Valentine, M.A. R.U.I., Professor of Modern Languages,
 Queen's College, Galway.
 Vignon, G., B. es sc., Master of French and German Literature, The
 Academy, Edinburgh.

GERMAN.

- Bewerunge, Rev. H., St. Patrick's College, Maynooth.
 Buchheim, C. A., PH.D., Prof. of German in King's College, London ;
 Examiner in the University of London.
 Fischer, E. L.
 Hager, Herman, PH.D.
 Heinemann, N., Prof. of German, Crystal Palace School of Arts & Sciences.
 Hennig, Curt, M.A., Portora, Enniskillen.
 Lange, Franz, PH.D., Professor of German, Royal Military Academy,
 Woolwich.
 Meissner, A. L., PH.D., Prof. Modern Languages, Queen's Coll., Belfast.
 Oswald, E., M.A., PH.D. (Goettingen), Instructor in German to the Royal
 Naval College, Greenwich.
 Schlomka, C., M.A., PH.D.
 Sells, Albert M., M.A., LL.D. (Dub.), Sen. Mod., T.C.D., PH.D., Professor of
 German, University of Dublin.

ITALIAN.

- Eninelli, A., Professor of Italian, University College, London.
 Morosini, Francesco.
 O'Keeffe, Rev. Barth. A., D.D.
 Ricci, Luigi, Prof. City of London College.

CELTIC.

- Connolly, William P., B.A.
 Flannery, T., London.
 Hogan, Rev. Edmund, S.J.
 Joyce, Patrick W., LL.D. (Dub.), Professor, National Board of Education.
 McCarthy, Rev. B., D.D.
 Molloy, John, B. es L.
 Murphy, Rev. James E. H., B.A. (Dub.), Ex-Siz., Bedell Sch. T.C.D.
 O'Duffy, Richard J., Hon. Sec., Society for the Preservation of the
 Irish Language.

MATHEMATICS.

- Alexander, J. J., M.A., R.U.I., B.A. (Cantab.)
 Anglin, A. H., M.A. (R.U.I.), B.A. (Cantab.), F.R.S.E.
 Ball, Sir Robert S., Knt., LL.D. (Dub.), F.R.S., Astronomer Royal of Ireland.
 Bergin, William, B.A. (Dub.), Sen. Mod., T.C.D.
 Bernard, Rev. J. H., M.A., B.D. (Dub.), F.T.C.D.
 Burnside, Wm. S., M.A. (Dub.), F.T.C.D., Prof. of Mathematics, Univ.
 of Dublin.
 Casey, John, LL.D. (Dub.), F.R.S., F.R.U.I., Professor, University Col-
 lege, Dublin.
 Coates, W. M., M.A. (Dub.), B.A. (Cantab.), Sen. Mod., T.C.D., Fellow of
 Queen's College, Cambridge.
 Dawson, H. G., B.A. (Dub.), 1st Sen. Mod., T.C.D., M.A. (Cantab.),
 Fellow of Christ's College, Cambridge.
 England, John, M.A. (Dub.), Professor of Natural Philosophy, Queen's
 College, Cork.
 Fry, M. W. Joseph, M.A. (Dub.), F.T.C.D.
 Graham, Christopher, M.A. (Dub.), B.A. (Cantab.), 1st Sen. Mod., T.C.D.,
 Ex-Fellow, Gonville and Caius College, Cambridge.

- Griffin, Gerald.
 Griffin, Robert W., LL.D. (Dub.)
 Hughes, Rev. William, B.D. (Dub.)
 Johnston, J. P., M.A. (Dub.), Sen. Mod., T.C.D.
 Johnston, Swift P., M.A. (Dub.), 1st Sen. Mod., T.C.D., Univ. Student.
 Judge, Rev. Thomas E., St. Patrick's College, Maynooth.
 Larmor, Joseph, M.A. (R.U.I.), B.A. (Cantab.), Senior Wrangler, Fellow of St. John's College, Cambridge.
 Lawlor, Rev. H. J., B.D. (Dub.), Sen. Mod., T.C.D., Univ. Student.
 Leeboddy, John R., D.Sc. (R.U.I.), Professor of Mathematics and Natural Philosophy, Magee College, Londonderry.
 Lennon, Rev. Francis, Professor of Mathematics and Natural Philosophy, St. Patrick's College, Maynooth.
 McGrath, Jos., B.A. (Lond.), Professor of Mathematics and Physics, Catholic Training College, Drumcondra.
 McWeeney, Henry C., M.A. (R.U.I.) Sen. Mod. (T.C.D.)
 Minchin, George M., M.A. (Dub.), Professor of Applied Mathematics, Royal Indian Engineering College, Cooper's Hill.
 Moran, Rev. Francis, M.A. (Dub.)
 O'Dea, Rev. Thomas, Professor, St. Patrick's College, Maynooth.
 Orr, William M'F., M.A. (R.U.I.), Sen. Wrangler, Cambridge.
 O'Sullivan, A. C., M.A. (Dub.), F.T.C.D.
 Panton, Arthur W., M.A. (Dub.), F.T.C.D.
 Power, Rev. Thos. R., Prof. of Mathematics, St. Patrick's Coll., Thurles.
 Rambaut, Arthur A., B.A. (Dub.), Sen. Mod., T.C.D., Assistant Astronomer, Dunsink Observatory.
 Ren, James C., B.A. (R.U.I.), Professor in the Church of Ireland Training College, Kildare-place.
 Roberts, William R., M.A. (Dub.), F.T.C.D.
 Russell, R., M.A. (Dub.), F.T.C.D.
 Smith, Charles, M.A. (R.U.I.), 1st Sen. Mod. (T.C.D.), Univ. Student.
 Tarleton, Francis A., LL.D. (Dub.), F.T.C.D.
 Warren, Rev. Isaac, M.A.

ARITHMETIC AND BOOK-KEEPING.

- Dowd, Rev. James, B.A. (Dub.), Sen. Mod., T.C.D.
 Bond, H. S., Royal Bank of Ireland.
 Dowling, E. H. Hughes, Math. Tutor, University College, Stephen's-green, Dublin.
 Dowling, P. A. E.
 Ellis, Wm. E., LL.B. (Dub.)
 Fitzpatrick, S., Prof. of Math., Catholic Training Coll., Drumcondra.
 Inwood, Thos. W., B.A., Professor of Mathematics, St. George's College, Downside, Bath.
 Irwin, Rev. Charles K., D.D. (Dub.)
 Kelleher, Rev. John, C.C.
 Macbeth, Rev. John, LL.D. (Dub.)
 O'Brien, Edward T., Accountant, Mining Company of Ireland.
 Oram, John E., M.E. (R.U.I.), M.A., Ex-Professor of Mathematics, &c., Univ. of Windsor, N.S.
 Spencer, Edward, M.A. (Dub.)
 Sutcliffe, Rev. Thomas, B.A. (Dub.)
 Tristram, Rev. John W., M.A. (Dub.), Sen. Mod., T.C.D., Diocesan Inspector and Secretary, Diocesan Board of Education.
 Whitton, Frederick A., Accountant, Representative Church Body.

NATURAL PHILOSOPHY.

- Barrett, W. F., F.R.S.E., Professor of Physics, R.C.S.C.I.
 Brown, W., Demonstrator in Physics, Royal Coll. of Science, Dublin.
 Coffey, George, B.E. (Dub.), Sen. Mod., T.C.D.
 Doherty, J. J., LL.D. (Dub.), Sen. Mod., T.C.D.
 Fitzgerald, George F., M.A. (Dub.), F.R.S., F.T.C.D.
 Keogh, Rev. Patrick, B.A. (R.U.I.)
 Larmor, A., M.A. (R.U.I.), B.A. (Cantab.), Fellow of Clare Coll. Cambridge.
 Moors, Hugh Keys, B.A. (Dub.), 1st Sen. Mod., T.C.D.
 Preston, Thomas, B.A. (Dub.), Sen. Mod., T.C.D.
 Scott, A. W., M.A. (Dub.), Professor of Physical Science, St. David's College, Lampeter, South Wales.
 Stewart, John Huston, B.A. (R.U.I.), B.Sc. (London); Professor of Experimental Physics, University College, Dublin.

CHEMISTRY.

- Bell, Chichester, M.B. (Dub.), Sen. Mod., T.C.D.
 Campbell, John, M.B. (Dub.), F.R.U.I., Professor, University Coll., Dub.
 Davy, Edmund W., M.A., M.D. (Dub.)
 Dixon, Augustus E., M.D., F.C.S., Prof. of Chemistry, Queen's Coll., Galway.
 Falkner, Ninian M., M.B., M.Ch. (Dub.), F.C.S.I.
 Lapper, Edwin, L.R.Q.C.P.I., Lecturer in Chemistry, Ledwich School of Medicine.
 Letts, Edmund A., Ph.D., F.C.S., Prof. of Chemistry, Queen's Coll., Belfast.
 MacCallan, John, Laboratory, Royal College of Surgeons, Ireland.
 M'Hugh, Michael, M.B. (Dub.), Senior Mod., T.C.D.
 Moss, Richard J., F.C.S., F.I.C., Registrar and Chemical Analyst, Royal Dublin Society.
 Pratt, J. Dallas, M.A., M.D.
 Reynolds, James Emerson, M.D. (Dub.), F.R.S., Professor of Chemistry, University of Dublin.
 Robertson, Mary W., M.A. (R.U.I.)
 Rowney, Thomas H., D.Sc. (R.U.I.), Ph.D., ex-Professor of Chemistry, Queen's College, Galway.

BOTANY.

- Anderson, R. J., M.A., M.D. (R.U.I.), Prof. of Natural History, Queen's College, Galway.
 Boulger, G. S., F.L.S., F.G.S.
 Hartog, Marcus M., M.A., D.Sc., F.L.S., F.R.U.I., Prof. Nat. Hist., Queen's College, Cork.
 Melville, Alex. G., M.D. (Edin.), M.R.C.S.E., Ex-Professor of Natural History, Queen's College, Galway.
 Pim, Greenwood, M.A. (Dub.), Sen. Mod., T.C.D.
 Sigerson, George, M.D., M.Ch. (R.U.I.)
 Wilson, Andrew, Ph.D., F.R.S.E., F.L.S.
 Wright, Ed. Perceval, M.D. (Dub.), Prof. of Botany, Univ. of Dublin.

DRAWING.

- Atkinson, George M., Exam., Science and Art Dept., South Kensington.
 Bowler, H. A., Inspector and Assist. Director, Art Division, Science and Art Department, South Kensington.

Carroll, John, Art Master, Hammersmith Training College.
 Conan, Florence.
 Craister, Walter, Head Master, Government School of Art, Stevonaon Memorial Hall, Chesterfield.
 Harris, Robert, Art Master, St. Paul's School, London.
 Jackson, Joshua, Art Master, Manchester Grammar School.
 Langman, A. W. F., Senior Drawing Inspector to the London School Board.
 Lindsay, Thomas M., Drawing Master, Rugby School.
 O'Brien, Edward Stewart, B.A., B.E. (R.U.I.)
 Prendergast, P. J., C.E.
 Rawle, John S., F.S.A.
 Scully, T., B.E. (R.U.I.)
 Vinter, J. A., London.

THEORY OF MUSIC.

Allison, H., MUS.D. (Dub.)
 Elliott, Stanislaus.
 Garrett, George, MUS.D., M.A. (Cantab.)
 Gater, William H., B.A., MUS.D. (Dub.)
 Gick, Thomas, MUS.D. (Dub.)
 Goodwin, W. G.
 Hauratty, J. H.
 Hoffmann, F.
 Houghton, Edward.
 Jozé, T. R. G., MUS.D. (Dub.)
 Kerbusch, L., MUS.D. (Dub.)
 Malone, Robert, MUS.D. (Dub.)
 Marks, J. Chr., MUS.D. (Oxon.)
 Marks, T. Osborne, MUS.D.
 Rogers, Brendan J.
 Smith, Joseph, MUS.D. (Dub.)
 Taylor, Charlotte M., MUS.E. (R.U.I.)

DOMESTIC ECONOMY.

Barlow, Jane.
 Barrington-Ward, M. J., M.A. (Oxon.), H.M. Inspector of Schools.
 Gallaher, Fannie M.
 Harrison, W. Jerome, Science Demonstrator, Birmingham School Board, &c.
 Moore, Louisa.

APPENDIX II.

LIST OF EXAMINERS

SELECTED, WITH THE APPROVAL OF THE LORD LIEUTENANT, TO
CONDUCT THE EXAMINATIONS IN 1891.

GREEK AND LATIN.

Armour, Rev. Jas. B., M.A. (R.U.I.)
Conan, Arthur, M.A. (R.U.I.), B.A. (Dub.)
Crowe, Rev. Jeremiah, St. Patrick's College, Thurles.
Keene, Charles, M.A. (Dub.)
Kelly, Rev. J. J.
Palmer, Arthur, M.A. (Dub.); F.T.C.D., Professor of Latin, Univ. of Dublin.

ENGLISH.

Bastable, C. F., B.A. (Dub.), Professor of Political Economy, Univ. of Dublin.
Boyd, Andrew, M.A. (R.U.I.)
Carmichael, Rev. Frederick F., LL.D. (Dub.)
Coghlan, Rev. Daniel, St. Patrick's College, Maynooth.
Cooke, John, B.A. (Dub.)
Croly, D., M.A. (R.U.I.), Professor of English Literature, Catholic Training College, Drumcondra.
Fogarty, Rev. M., St. Patrick's College, Maynooth.
Gilmartin, Rev. T., St. Patrick's College, Maynooth.
Lyster, Thomas W., B.A. (Dub.), Assistant Librarian, National Library of Ireland.
M'Bride, Rev. J. B., B.A. (R.U.I.)
O'Loan, Rev. Daniel, St. Patrick's College, Maynooth.

FRENCH.

Barbier, Georges E., Lecturer in French, The Athenaeum, Glasgow.
Esclancon, A., Examiner in the University of London.
Hogan, Rev. J. F., St. Patrick's College, Maynooth.
Jenan, Elphege, Assistant Examiner in the University of London.
Oger, V., French Lecturer, University College, Liverpool.

GERMAN.

Buchheim, C. A., PH.D., Professor of German in King's College, London; Examiner in the University of London.

ITALIAN.

Ricci, Luigi, Professor, City of London College.

CELTIC.

Joyce, Patrick W., LL.D. (Dub.), Professor, National Board of Education.

MATHEMATICS.

- Bernard, Rev. J. H., B.D. (Dub.), F.T.C.D.
 England, John, M.A. (Dub.), Professor of Natural Philosophy, Queen's College, Cork.
 Inwood, Thos. W., B.A., Professor of Mathematics, St. Gregory's College, Downside, Bath.
 Leebody, John R., D.Sc. (R.U.I.), Professor of Mathematics and Natural Philosophy, Magee College, Londonderry.
 Lennon, Rev. Francis, Professor of Mathematics and Natural Philosophy, St. Patrick's College, Maynooth.
 M'Grath, Joseph, M.A. (Lond.), Professor of Mathematics and Physics, Catholic Training College, Drumcondra.
 Panton, Arthur W., M.A. (Dub.), F.T.C.D.
 Tarterton, Francis A., LL.D. (Dub.), F.T.C.D.

ARITHMETIC AND BOOK-KEEPING.

- Dowling, P. A. E.
 Macbeth, Rev. John, LL.D. (Dub.)
 O'Brien, Edward T., Accountant, Mining Co. of Ireland.
 Rambaut, Arthur A., M.A. (Dub.), Assistant Astronomor, Dunsink Observatory.

NATURAL PHILOSOPHY.

- Keoghan, Rev. Patrick, B.A. (R.U.I.)
 Scott, A. W., M.A. (Dub.), Professor of Physical Science, St. David's Coll., Lampeter, South Wales.
 Preston, Thomas, M.A. (Dub.), Sen. Mod.

CHEMISTRY.

- M'Hugh, Michael, M.A., M.B. (Dub.), T.C.D.
 Pratt, J. Dallas, M.A., M.D.

BOTANY.

- Wright, Ed. Percival, M.D. (Dub.), Professor of Botany, University of Dublin.

DRAWING.

- Atkinson, George M., Examiner, Science and Art Department, South Kensington.
 Carroll, John, Art Master, Hammersmith Training College.
 Lindsay, Thomas M., Drawing Master, Rugby School.

THEORY OF MUSIC.

- Rogers, Brendan J.

DOMESTIC ECONOMY.

- Gallagher, Fannie M.
 Harrison, W. Jerome, Science Demonstrator, Birmingham School Board, &c.

APPENDIX III.

EXTRACTS FROM THE REPORTS OF THE
EXAMINERS, 1891.

GREEK.

SENIOR GRADE.—FIRST PAPER.

Report of ARTHUR CONAN, M.A.

The grammar and composition were well done, though in the latter the connection of the sentences was slipshod; many neglected to use any connecting particles and others threw them in profusely, quite regardless of meaning. The Isocrates was generally well done; those who failed to translate correctly always stumbled at the pronouns and conjunctions at the end of passage A, and throughout B and C.

SENIOR GRADE.—SECOND PAPER.

Report of CHARLES H. KEENE, M.A.

The answering of this grade on the Second Paper showed a very careful preparation of the prescribed course. Most of the candidates obtained high marks both for their translation of the passages set, and for their answering of questions on grammatical construction, and on the meaning of special words.

The questions on the matter of the prescribed author were also answered very satisfactorily, showing that the work had been read in an intelligent manner.

The questions on scansion were well answered. It is remarkable that the candidates in this grade seem to be more familiar with the rules of Greek verse than with those of Latin verse.

A few of the candidates translated both of the unprescribed passages well, but for the most part the verse passage was better done than the prose.

The questions in History and Art were on the whole creditably answered.

MIDDLE GRADE.—FIRST PAPER.

Report of CHARLES H. KEENE, M.A.

The most striking deficiency shown on this paper was in the parsing of verbal forms occurring in the prescribed course. Very few indeed of the candidates answered, even tolerably well, the question set to test proficiency under this head. This fact is the more remarkable as the numerous excellent translations sent in showed that the text of the prescribed authors had been carefully read.

The general grammatical questions were, on the whole, satisfactorily answered. Some of the Greek compositions were very creditable.

The general questions (Nos. 10, 11, 12), on the appointed book of Homer, were fairly well answered, but the answers to question 13 showed less acquaintance than might have been reasonably expected with terms of frequent occurrence in connection with the Homeric literature.

MIDDLE GRADE.—SECOND PAPER.

Report of ARTHUR CONAN, M.A.

The passages from the "Apology" were very well done indeed; the separate words and phrases not quite so well. Of the unprepared passages the prose was the better attempted; most candidates gave a very creditable version of it, and those who made mistakes generally owed them to an imperfect knowledge of the relative and interrogative pronouns, conjunctions, and other short words.

The history was very well answered, but geography seems neglected.

JUNIOR GRADE.—FIRST PAPER.

Report of CHARLES H. KEENE, M.A.

A good many of the papers sent in were blank, or nearly so. On the other hand, the candidates who seriously attempted the work had, in the great majority of cases, evidently prepared the prescribed author (Lucian) most carefully. This was shown both by the translations into English, which were uniformly good, and by the answers to the questions on certain points in the text. The geographical questions were fairly done, but very few, indeed, of the candidates answered satisfactorily the somewhat difficult grammatical questions on the prescribed author in No. 10.

The general grammatical questions were, on the whole, well answered, those on verbal forms not being quite so well done as the others.

None of the Greek compositions showed conspicuous merit, but a fair number of them was, perhaps, as good as could reasonably be looked for in the Junior Grade.

JUNIOR GRADE.—SECOND PAPER.

Report of ARTHUR CONAN, M.A.

The passages from Xenophon and the separate words and phrases were well done, but the parsing was distinctly bad. The translation at sight was very good. In the history the questions concerning persons were well done, the others badly. Geography seems to be neglected in too many cases, and a large number of candidates use the words *Greek*, *Athenian*, and *Spartan*, in a most slipshod fashion.

LATIN.

SENIOR GRADE.—FIRST PAPER.—BOYS.

Report of CHARLES H. KEENE, M.A.

The answering of the boys in the Senior Grade was fairly good.

The majority of the questions both grammatical and literary were well answered, but the translations into English did not show as much attention to idiomatic and graceful expression as those I examined last year. This may, however, be due to the fact that a verse author is often more carefully prepared than a prose, and it was with the latter I had to deal this year, with the former last year.

Very few candidates attempted Latin verse composition, and of those who did so only one or two presented verses of any merit. Most of the verse compositions sent in betrayed almost complete ignorance of the metrical laws of Latin poetry. Boys might, with profit, devote a few minutes daily to the study of metre and quantity. Even those who do not desire to write verse will find such study a great help to the intelligent appreciation of the authors they read.

SENIOR GRADE.—SECOND PAPER.

Report of ARTHUR COXAN, M.A.

The Virgil was fairly well prepared, although the versions given were in rather bald English. The history and geography were poorly done, especially the latter. The unseen translations generally showed a very creditable knowledge of the language, the passage from Tacitus being very well attempted, though on the passage from Virgil many were led astray by confounding similar words.

MIDDLE GRADE.—FIRST PAPER.

Report of ARTHUR PALMER, M.A.

I examined the Middle Grade in Latin grammar, Latin composition, and in the Oration for the Manilian Law.

The answering was on the whole fair, but scarcely showed as close preparation as in the case of the Junior Grade.

The answering in grammar was good; in Latin prose composition moderate; while the Latin verse composition seemed even worse than on previous occasions when I had examined. The set book, the Oration for the Manilian Law, had been generally carefully prepared. As was the case in the Junior Grade, very few blank papers were sent in.

MIDDLE GRADE.—SECOND PAPER.

Report of Rev. J. B. ARMOUR, M.A.

As a whole, the Middle Grade papers were the best I have yet examined. Some of them were pre-eminently good, showing very careful preparation. The translation of the unseen passages was very generally attempted, and comparatively few failed to obtain a considerable per-

centage of marks. As this is the best test of a real knowledge of Latin, the papers on this score were very satisfactory. The answering in Roman History was very fair all round. The girls' papers—fifty-five in all—were scarcely so good as those of the boys, but considering the number of candidates, the per-centage of good papers was considerable. In style of answering, in accuracy of detail, and in insight as to the meaning of the passages set, I believe the papers are better than those I examined in 1889.

JUNIOR GRADE—FIRST PAPER.

Report of Rev. J. J. KELLY and ARTHUR PALMER, M.A.

Comparing the results of the examinations of this year with our experience as examiners in former years, we think that a gradual improvement has been effected in the teaching of Latin. The number of students who made no attempt, or what is equivalent to no attempt, to answer the questions set, was much smaller than in other years.

The grammar questions were, as a rule, well answered. The answering to the question in syntax was least satisfactory.

The weakest point in all former examinations has been Latin composition. In this there is, we think, improvement. In 1883 forty-one per cent. of the pupils examined in this grade made no attempt at the Latin composition. This year the number has been reduced to about thirty-three per cent. From this improvement we infer that the number of schools in the country in which the pupils receive little or no practice in Latin composition has diminished. But this part of the examination still requires increased attention in many schools.

While on the whole the translation of the passages from Cæsar was satisfactory, there were many instances in which it was clear that the pupils had got up their knowledge from printed translations, and that they did not understand the meaning of their author.

The orthography was, in general, good, the penmanship in many papers excellent, and in nearly all clearly legible.

JUNIOR GRADE—SECOND PAPER.

Report of Rev. J. B. ARMOUR, M.A., and Rev. JEREMIAH CROWE.

We have to remark :—

1st. The translation of the extracts from the prescribed author was satisfactory, with comparatively few exceptions.

2nd. The rendering of the unseen passages was not all that might be desired. In many cases this want appeared to arise from not having mastered the analysis of a sentence.

3rd. The answers to the questions set in Roman History, were, as a rule satisfactory; but the knowledge of Geography even necessary to illustrate the outlines of Roman History was, manifestly, very defective.

ENGLISH.

SENIOR GRADE.—BOYS.—FIRST PAPER.

Report of DANIEL CROLY, M.A.

In the Senior Grade paper which I read the subjects were:—
(1) Composition; (2) Grammar; (3) Shakespeare, *Julius Caesar*.

The compositions were of a high order, even for the Senior Grade—a very large proportion of the writers exhibiting evidence of considerable experience in style and treatment.

The answers to the questions in the Elements of English Philology, while showing some slight improvement on former years, were not by any means satisfactory, and yet the questions were such as could have been answered by a student who had prepared any one of our modern school grammars. On the other hand, I can report most favourably on the answering in analysis. This is a gratifying result when it is considered what an excellent means analysis is of exercising the reasoning powers, and how direct is its utility in helping composition, and leading to an appreciation of accurate English.

Very little need be said about the answering in *Julius Caesar*. It was apparent that not only had the play been carefully committed to memory, but, what is more important, the students wherever an opportunity offered showed a thorough appreciation of the work.

SENIOR GRADE.—SECOND PAPER.

Report of T. W. LISTER, M.A.

The Second Paper in the Senior Grade had for its subjects:—
1. Macaulay's three essays on Clive, Hastings, and Addison. 2. English and Irish History from 1715 to 1830. 3. The Political and Physical Geography of America. 4. History of English Literature from 1558 to 1830.

Of these four subjects the "History" and "Macaulay" were fairly well known; the "Geography" and "History of English Literature" not well.

MIDDLE GRADE.—(BOYS AND GIRLS)—FIRST PAPER.

Report of DANIEL CROLY, M.A.

This paper included (1) Composition; (2) Grammar; (3) Milton—*Paradise Lost*, Book I., and *Lycidas*.

The essays were quite up to the average, but many of the candidates showed a lack of intelligence in their treatment of the subject, "Any work of fiction, biography, or fiction which you have recently read." For instance—some wrote elaborate essays on the abstract subject "Travel," while others gave most accurate but uninteresting sketches of the lives of Milton and Johnson the authors of the prescribed books in the grade.

In grammar the analysis was well done, a fact which makes it all the more difficult to account for the extremely wretched attempts at parsing. It would seem that an almost total ignorance prevails concerning such constructions as the case absolute and the cognate accusative. The selections from Milton had been carefully prepared as far as learning the text by rote went, but the correct explanations given of the description of *Lycidas* as an "allegorical pastoral," a "pastoral elegy," and a "Monody," were few and far between.

COMMERCIAL COURSE—FIRST PAPER.

Report of DANIEL CROLY, M.A.

The first Commercial Paper in English comprised—(1), Composition ; (2), Grammar ; (3), Copying manuscript.

In composition the candidates were asked to write a letter of application in answer to an advertisement from a mercantile house requiring a junior clerk. They were also asked to write an essay on any one of the following subjects :—

(a.) Free Trade and its advantages to the United Kingdom ;

(b.) The probable consequences to England of a failure of her coal mines.

(c.) The advantages of colonies to the mother country.

The letters were not such as would induce the manager of a mercantile house to engage the service of many of the twenty-nine applicants. Very few seemed to have any idea of the form which a letter should take, and the personal qualifications set forth by the majority were childishly false.

The essays with two or three exceptions were only mediocre, and the answering in grammar was about up to the level of Candidates in the ordinary Middle Grade course.

As regards the manuscript copying, the general impression formed by my colleague in setting the paper and myself was that, considering the short notice given of the institution of the Commercial Course, and the difficulty of the manuscript, the exercise was fairly well done.

SENIOR GRADE—BOYS.

Report of C. F. BASTABLE, M.A.

In the Senior Grade the answering in the selected essays of Macaulay was distinctly good, showing a good knowledge of the text, and with the better candidates close study of the author's style.

The History of English Literature was not so satisfactory. Much of the answering was, I fear, guess work, but the question on Milton was fairly treated.

The History answering was generally good. The broader questions were well handled. The dates were, however, a weak point.

Considering the easiness of the subject assigned in Geography (America), the result was not what might be expected—this part of the work being decidedly inferior to the rest.

Taking the Senior Grade answering as a whole, it was quite up to a good average standard.

MIDDLE GRADE—BOYS AND GIRLS.

The Middle Grade boys had made up the text of the prescribed book (*Rasselas*) well, but the mistakes in explaining words were too numerous, and showed a want of apprehension of the meaning.

The History answering was very good and full. So was that on the History of Literature.

The answering in Geography, on the other hand, was very poor, and indicated an absence of proper methods of study. The maps with a few exceptions, were bad, and seemed to have been in many cases deliberately neglected.

As the Middle Grade girls had the same paper as the boys, it is only necessary to compare their answering with that of the latter. As regards the *Rasselas* and History of Literature, the girls were certainly better, and quite as good in the History. In Geography they fell below even the very low level attained by the boys.

COMMERCIAL COURSE—SECOND PAPER.

The Commercial Grade answering in History and Geography was very bad. The candidates had no idea of *commercial* as distinct from *political* history, and hardly attempted the questions. Their geography, though somewhat better than that of the Middle Grade generally, was far below the most moderate standard.

JUNIOR GRADE—FIRST PAPER—BOYS.

Report of REV. DANIEL COGHLAN, JOHN COOKE, B.A., T. W.

LYSTER, M.A., and REV. DANIEL O'LOAN.

The answering of the pupils examined by us in the Junior Grade English (First Paper) was satisfactory, and an improvement on that of last year. Though some showed inexperience in answering questions on paper, the answer-books on the whole were neat, and the questions answered in the order in which they were set.

The choice of the subject for composition lay chiefly between "The pleasures and advantages of Cycling" and "The life and character of Sir Roger de Coverley," and but few failed to secure the necessary pass mark, although the standard required for pass was higher than that of last year. The compositions written on Sir Roger de Coverley showed that the text book had been carefully prepared, and while many showed a slavish adherence to the words of the essays, the majority made an honest attempt to sketch the character in their own words. Of those who chose the subject "Make hay while the sun shines," very many interpreted the subject literally, and merely described a hay field scene.

The compositions, however, on Cycling were really expressive of the minds of those who wrote them. The average of spelling was better than the average of last year, and vulgar and clumsy phrases, such as "*I do be*", were much rarer. There were occasionally defects in regard to the proper division of the compositions into paragraphs and sentences, and defects in punctuation; sometimes there was a total absence of punctuation, and even a full stop would be found in the middle of a sentence where there should be no stop whatever.

We can hardly consider from an examination of the answers in grammar that it is up to the standard that it should be, and there

seems to us sufficient evidence to show that English grammar is relegated to an inferior position in the school programme. The percentage of those who score full marks on question 2 was small. The answering also of questions 3 and 4 was not as full or correct as what might have been expected, the percentage of those who scored full marks on the latter question (4) being small. The parsing (question 5) was on the whole fairly well done, but might have been better as the grammatical difficulties are fully explained in the text books. Considerable thought and intelligence was displayed by many in the correction of sentences (question 6), which showed that if more attention was paid to drilling in the elements of English grammar, better results might easily be attained.

The pupils showed that they had been carefully prepared in the literary subject, as the poem was well committed to memory, and question 8 was also well answered. Question 9 was not answered so satisfactorily, and showed the danger, that ought to be avoided, of dwelling too much on the memory and too little on thought and reflection in the daily work of the school. The same may be said also of question 10, where there was a heavy percentage of failures to score any marks, and where the number of those who gained full marks was very small. It is to be regretted that the geography of the poem was not more carefully studied, as, based upon it, a fuller grasp of the whole scope of the poem in all its descriptive details might have been gained. Question 11 was well known, but in dealing with "*Lyke wake*" and "*Treasured fleur de luce*" many students made the mistake of explaining the words in Roman letters instead of those in italics.

We must conclude, however, in stating that there was decided honest preparation for examination shown, and but little attempt to scrape through on a minimum amount of knowledge.

JUNIOR GRADE.—SECOND PAPER.—BOYS.

Report of ANDREW BOYD, M.A., Rev. F. F. CARMICHAEL, LL.D., JOHN COOKE, B.A., and Rev. M. FOGARTY.

The answering of the pupils examined by us in the Junior Grade (Second Paper), was very satisfactory in the literary portion of the course. The essays from the *Spectator* were evidently carefully prepared, and all the questions were well answered except question 3.

The answering in English History was also satisfactory, and showed on the whole that careful preparation had been made in that subject. The answering, however, in Irish History was poor in question 10, but very fair in question 11.

The answering in Geography, on the whole, was not satisfactory. Many blunders and wild answers were made, sufficiently numerous to show that more attention should be given, not so much to book and mere rote, but to map and atlas exercises in class. Without very much labour in this way it would be easy to avoid, with the average boy, such answers as the following, given with many others as the capitals of the United States:—

Canada, Bogota, Brazil, Quebec, Mexico, Ottawa, Morocco, Mecca, etc.

This shows that, to many, these geographical names were merely names and nothing more. The same want of ideas of locality, represented

by geographical names, was also shown in question 15, where, to take one example, Enniscorthy was placed on all the chief rivers of Ireland. The answering in Physical Geography was also poor, and betrayed a want of grasp of the leading principles upon which the study of it should be based. There was appearance here of defective preparation, which we did not find in any other part of the work examined by us.

In comparing the result of this examination with those of previous ones we could not but be struck with the continued improvement in both spelling and writing, and in the freedom of the answer papers from blots and other disfigurements.

SENIOR GRADE—FIRST PAPER—GIRLS.

Report of T. W. LYSIER, M.A.

The First Paper in the Senior Grade dealt with English composition, English grammar (including elementary Philology and Analysis) and Shakespeare's *Julius Cæsar*. The compositions in this grade were of high merit. By far the larger number had for subject the *Character of Brutus* in Shakespeare's *Julius Cæsar*. As the essay on Sir Roger de Coverley in the Junior Grade showed careful preparation, so it was here. Considerable knowledge of the play, and of the criticisms upon it, was displayed. But more originality and thought were manifested in a few compositions on the *Characteristics of the Nineteenth Century*.

The grammar (with Philology) was not as well prepared as it ought to be.

The *Julius Cæsar* was very well known. I have nothing special to say about it, except that this play seems specially suitable for study in schools, and should be prescribed more often than other plays.

JUNIOR GRADE—FIRST PAPER—GIRLS.

Report by Rev. T. GILMARTIN.

The general answering of the Junior Grade girls in English (First Paper) was very satisfactory.

Many of the essays were excellent, but the great majority showed that the writers had but a very imperfect notion of what a composition should be. The most glaring defects which I noticed were, (a), a want of unity in the treatment of the subject, which was particularly true of those essays written on the "Life and Character of Sir Roger de Coverley"; (b), the absence or wrong use of paragraphs; and (c), the use of small instead of capital letters at the commencement of sentences.

The answering in grammar was not by any means as good as could be fairly expected. This was specially true of questions 5 and 6 in which exercise of the judgment was more required than in the others.

Nearly all showed a good knowledge of the "Lay of the Last Minstrel," with the exception of the question on geography arising out of the text, which very few answered fully.

I should wish to direct special attention to the writing and spelling, which in a large number of cases were defective.

JUNIOR GRADE.—SECOND PAPER.—GIRLS.

Report of the Rev. J. B. McBRIDE, B.A.

The answering on the whole was very creditable.

The answering on the *Spectator* and in English History was very good. Irish History was not so carefully prepared as English History, and consequently many blanks appear opposite questions 10 and 11.

Geography was the weak point with a large proportion of the candidates, and greater attention should be paid to this important branch of study in many if not in all our excellent Intermediate Schools.

The great intelligence displayed by the great majority of the girls was highly satisfactory, and above what might be expected from candidates so young.

I might be permitted to suggest the advisability of teachers exercising their pupils and training them to catch the points of questions and to answer them as succinctly and as briefly as possible, and in the order in which the questions stand in any examination paper.

FRENCH.**SENIOR GRADE.—BOYS.**

Report of A. ESCLANCON.

I can correctly summarize my observations on this grade by saying that the students are in all respects worthy elder brothers of the candidates in the lower grades, and while showing the same qualities in a higher degree they appear to have worked hard and successfully to reduce the deficiencies they have in common.

The composition is somewhat weak, and tends to show that pupils could be, with advantage, more largely practised in translating English into French. The translation into English is easy and fluent, but we must not forget that although it is very desirable that pupils should be as early as possible enabled to read French without too much effort and therefore with interest, yet this end would be more profitably attained by giving them more practice in translating English into French.

SENIOR GRADE.—GIRLS.

Report of G. E. BARDIER.

The even excellence of the papers was remarkable, thus contrasting most favourably with the papers in the Junior Grade. Altogether the examination reflects great credit on the students. In the top papers the translation into English showed a thorough comprehension of the text, combined with easy, excellent idiomatic rendering. Some of their translations, in my opinion, could not be excelled, and it is evident that great care was bestowed on this part of the examination.

MIDDLE GRADE.—BOYS.

Report of A. ESCLANGON.

Grammar very good. The candidates have throughout dealt with the mysteries of the conjugation of irregular verbs in a masterly fashion. The idiomatic sentences, which they were asked to make with certain verbs, show that they are well acquainted with their various meanings. The translating into French is fairly good, with the exception of the rendering of the idiomatic sentences, for which they seem to be at a loss to supply French equivalents. The translating into English is good, the unseen translation only pointing to a somewhat limited vocabulary remedied in a not inconsiderable number of instances, and generally happily, by candidates turning to good account their knowledge of Latin. But this tendency should be encouraged with the utmost discretion.

A last observation on the comparatively large number of failures in this grade. It could have been reduced by one half but for a too marked dislike for the French grammar on the part of some boys whose papers were in other respects favourable.

MIDDLE GRADE.—GIRLS.

Report of A. ESCLANGON.

It is by far the most gratifying part of my duty to record their success. Both in neatness of work and in correctness they are superior to the boys and outmark them altogether.

MIDDLE GRADE—COMMERCIAL STUDENTS.

Report of A. ESCLANGON.

The commercial are few in number and pretty good in quality, although they still appear to be lacking in the knowledge of commercial terms.

Referring to the examination generally, measures should be taken to raise the standard of French composition, which, being the most practical and useful side of the study of the French language, should be encouraged by all means; the institution of prizes is an excellent step in that direction, and if in addition to that a larger share in the examination could be given to the translation into French, I have no doubt but that this weak part would soon disappear.

JUNIOR GRADE.—BOYS.

Report of Rev. J. F. HOGAN, ELPHEGE JANAU, and VICTOR OGER.

The results of the French examinations in the junior grade were satisfactory, the failures hardly exceeding one-third of the whole number, and fully one-fourth of the candidates examined obtaining honours.

The details of the work call forth the following remarks :

1. The *accents* (question 1) had not been sufficiently learnt, and even in the papers where many were correct, they seldom seemed to have been understood, as the same papers contained obvious breaches of the same rules.

2. The *verbs* were very fairly prepared, but in many instances candidates gave tenses not included in the question, and left blanks which their answers showed they were well able to have filled up.

3. The preparation of the set books was not so thorough as it ought to have been, the two important historical dates asked for were very seldom given, and the average marks for "unseen" translation were actually higher than those gained for the prepared texts; there was, however, some progress in the English of the translations, only a very small number of papers being rejected for deficiency in English grammar and orthography.

4. The composition, though not generally good, was in many cases promising, and in a fair number of papers very good indeed, a few of the marks gained exceeding two-thirds of the maximum. On the other hand, there were far too many candidates who did not try the composition at all, and neither in the detached sentences nor in the connected passage did the majority of the papers show any acquaintance with the rules of French construction; but in the more words (accidence, questions 2, 3, 5) the answers were generally correct, the exception to this statement being that very few candidates knew any of the rules governing the use of French numbers.

One general remark must be repeated this year, viz., the want of order in the candidates' work, many, for instance, beginning an answer to a question, then attempting part of another, passing on to a portion of the translations, returning to the grammar questions, and mixing up the whole work in a very unjustifiable manner. It would be a great gain to all concerned if teachers took the trouble of training their pupils in the proper way to answer written examination questions.

JUNIOR GRADE.—GIRLS.

Report of G. E. BARBIER.

The work, on the whole, was inferior to the work in this same grade examined by me in previous years. A great many students presented themselves who were utterly unfit or unprepared. I was struck by this feature of the examination.

By the side of these absolute and other less pronounced failures, there was a substantial majority of good and superior papers showing intelligent work and careful preparation. Leaving out of consideration the unsuccessful candidates, the composition, I thought, was very fair. To sum up I may say that there were too many bad failures; on the other hand, the top papers were excellent in every way.

GERMAN.

ALL GRADES.—BOYS AND GIRLS.

Report of C. A. BUCHHEIM, PH.D.

I have much pleasure in stating that I consider the result of the examination in German highly satisfactory; the majority of the candidates having passed with honours and there having been very few complete failures. Both the prepared and the unprepared German passages were very correctly, and in some instances even elegantly, translated into English. The grammatical questions were on the whole, satisfactorily answered, and the composition showed considerable word-knowledge, and frequently also careful application of the rules of German accidence and of the order of words. The average work of the boys was more uniformly satisfactory than that of the girls, but in the latter group the highest marks were scored. Some of the candidates seem to have found much difficulty in using the German handwriting.

ITALIAN.

ALL GRADES.—BOYS AND GIRLS.

Report of LUIGI RICCI.

The study of the grammar of the Italian language is quite satisfactory, the answers to the grammatical questions being mostly correct, and the failures, due to this important part of the examination papers, being very few.

The translations from the Italian into English have also been very well done in the great majority of cases.

The only part of the examination papers in which several candidates failed, or gave only a moderate proof of their proficiency, was the composition. This fault might be avoided by the student reading a greater and more varied number of Italian authors than they seem to do at the present time.

The giving of a commercial paper is a new departure, on which your Board is to be congratulated, as the Italian, beside being the classic language of modern literature, has a large place in the commercial transactions of Egypt and the Levant. It is to be hoped, therefore, that in future years this commercial paper will be taken up by a great number of candidates, to whom Certificates granted by your Board should be of the greatest help and value in recommending them for employment.

CELTIC.

ALL GRADES.—BOYS AND GIRLS.

Report of P. W. JOYCE, LL.D.

Of the 246 who passed, 131, or 53 per cent., passed with Honours, *i.e.*, their marks were 50 per cent., or more, of the total possible marks. The exercises of these honourmen were all very creditable, and not a

few scored beyond 500 out of the total 600. It is quite obvious that these young students, or most of them, making allowance for their age, have a very solid elementary knowledge of the language. Some of these, no doubt, will in course of time attain eminence in a study where there is great room for distinction; and some individuals will be worthy successors of the great Celtic scholars of the past.

The number of failures, 157 out of 403, or 39 per cent., seems large; but, as bearing on this, one circumstance has to be taken into consideration. Of the total number of candidates, there were at least 75 (70 in Junior, 4 in Middle, and 1 in Senior), who made no preparation at all, or next to none, all of them scoring under 10 per cent. of the maximum, and not a few getting all naughts. These can hardly be said to be genuine candidates at all, and if they were left out of consideration, as perhaps they ought, we should have about 328 real candidates, of whom 82, or 25 per cent., failed.

As to those who passed, I am obliged to notice two serious and very common faults. In general, the parsing was very poor, often very bad, showing a great want of intelligence in catching up and attempting to answer the real difficulties. It often happened, for instance, that you were told most carefully the *number, person, and gender* of a noun, such a noun as *bo*, a cow, which were all obvious; but the case and government, which demanded some thought, were left unnoticed. The other prevailing fault is this, the candidates showed great carelessness in aspiration and eclipses, especially the former, inserting them in wrong places, and omitting them where they should be inserted.

A large number of the candidates can speak Irish—as plainly indicated in their exercises. The fact that a candidate can speak Irish may be—and commonly is—productive of one or the other of two results. An Irish speaker, who goes in for Celtic and who makes proper preparation, has an immense advantage over those who go in for Latin, French, or any other foreign language, who have to work from the bottom up. Hence the answering of many of these candidates is very high. Some wrote Irish—in their compositions—with great purity, and were only held back from full marks by some errors of spelling or aspiration. But in many cases candidates are tempted to depend on their colloquial knowledge to carry them through the examination—and of course fail. This no doubt in the main, explains the large number, 75, who made no proper preparation, and who scored few or no marks.

ELEMENTARY MECHANICS.

SENIOR GRADE.—BOYS ONLY.

Report of F. A. TARBLETON, LL.D.

I read the answers in Mechanics of the Boys of the Senior Grade. Each of the questions with the exception of one was answered by some one of the candidates, but the answering on the whole was by no means good.

PLANE TRIGONOMETRY.

SENIOR GRADE.—BOYS.

Report of Rev. FRANCIS LENNON.

The general character of the answering in Trigonometry has been good, but I have not found among the boys' papers any one of very great excellence. Several who answered fully some of the more difficult questions failed in a much easier one owing to its involving logarithms. It is clear that in some schools even the elementary knowledge of logarithms, required in almost every practical application of Trigonometry, is dispensed with. Many boys furnished with abundance of formulæ were very unskilful in applying them; and, with rare exceptions, in most of the arithmetical work there was a want of neatness and conciseness. The aid which the working of some problems might have suggested for the solutions of others was generally overlooked, and much valuable time was wasted in going through tedious operations which a little reflection would have shown to be wholly unnecessary. Considering, however, that over 72 per cent. have passed, and nearly a third of these with honours, the result of the examination I regard as fairly satisfactory.

SENIOR GRADE.—GIRLS

Report of Rev. FRANCIS LENNON.

The girls examinations in Trigonometry have been good. The answering in some instances has been excellent. There have been cases, however, in which it is clear that the candidates in their preparation entered on the more difficult parts of the subject without having fully mastered the preliminaries. The first question on the paper was a stumbling block to many, although its solution required only such elementary knowledge as the connection between the length of an arc, the radius of the circle, and the number of degrees in the central angle which the arc subtends.

ALGEBRA AND ARITHMETIC.

SENIOR GRADE.—BOYS.

Report of J. R. LEEBODY, D.Sc.

The answering, taken as a whole, was fairly good. A number of the successful candidates showed themselves to be possessed of decided mathematical ability, and had evidently been very well taught. But it is difficult to avoid the conclusion that the teaching of the

more advanced parts of Elementary Algebra, in many of our Intermediate Schools, must be very defective. Long and inelegant methods of dealing with problems, admitting of neat, concise solutions, seemed to be the rule and not the exception. This could scarcely be the case with candidates of average ability trained by a thoroughly competent teacher.

SENIOR GRADE.—GIRLS.

Report of J. R. LEEBODY, D.Sc.

If the teaching of Algebra in our Intermediate Schools for boys leaves something to be desired, the case of the girls' schools appears to me to be even less satisfactory. A few of the successful candidates made excellent answering; but in general, the knowledge possessed by the candidates was far too loose and inaccurate to be of much service in a searching examination.

ALGEBRA.

MIDDLE GRADE.—BOYS AND GIRLS.

Report of Rev. J. H. BERNARD, B.D.

While the answering was, on the whole, fairly satisfactory, that of the girls was poor, and seems to point to a want of careful preparation. Algebra is not a subject that can be mastered in a few month's study. A remark made by the examiner in 1889 is worth repeating for the benefit of teachers: "It is useless for a candidate, who considers that the *solution* of an equation may contain the *unknown quantity*, to offer himself [or herself] for examination in Algebra."

MIDDLE GRADE.—COMMERCIAL COURSE.

Report of JOSEPH McGRATH, B.A.

The answering was fairly satisfactory. No candidate scored over 400; but the percentage of those who obtained Honour marks was quite up to the average. A good knowledge of factors was shown in the working of No. 2, and the problems, except No. 12, were intelligently done. The majority of those who passed have, I think, a useful knowledge of the ordinary Algebraic processes.

JUNIOR GRADE.—BOYS.

Report of JOHN H. BERNARD, B.D. ; J. R. LEEBODY, D.Sc. ; and
JOSEPH M'GRATH, B.A.

The results of the examination were on the whole satisfactory. Sixty per cent. of the candidates passed, and more than half of these scored over the percentage (50 per cent.) required for "*Pass with Honours*." The answering of these Honour candidates was in many cases excellent, a few of them obtaining full marks. A weak point with even the best of them, however, was an imperfect acquaintance with neat and concise algebraic methods. This was especially noticeable in questions involving a knowledge of elementary algebraic factorization. A number of candidates lost marks by ignoring the caution printed on each examination paper, that credit cannot be given for answers without work.

JUNIOR GRADE.—GIRLS.

Report of F. A. TARLETON, LL.D.

I read the answers in Algebra of the Girls of the Junior Grade. Some of the answering was very good.

EUCLID.

SENIOR GRADE.—BOYS AND GIRLS.

Report of A. W. PANTON, D.Sc.

The answering of both Boys and Girls of the Senior Grade in Euclid was most satisfactory, and showed careful preparation and good teaching. Two of the deducibles (Nos. 9 and 10 on the paper), which, though not difficult, were most probably new to the majority of the candidates, were answered very creditably, more than half of those examined sending in correct answers to the former. Question 12 also, which was more difficult, was done very well by a considerable number of boys, who had evidently not met this exercise before.

The Euclid itself (good marks in which alone are sufficient to secure Honours) was very carefully prepared by the majority of the girls ; but in attempting the solutions of new problems, they did not display capacity equal to that of the boys, and showed an easier disposition to be imposed on by fallacies.

MIDDLE GRADE.—BOYS.

Report of F. A. TARLETON, LL.D.

I read the answers in Euclid of the Boys of the Middle Grade. The answering was very good. More than one candidate obtained full marks.

MIDDLE GRADE.—GIRLS.

Report of Rev. J. H. BERNARD, B.D.

The answering in Euclid was good, contrasting very favourably with that in Algebra, and points to careful preparation and good teaching.

JUNIOR GRADE.—BOYS.

Report of THOMAS W. INWOOD, B.A., JOHN ENGLAND, D.S.C., and
A. W. PANTON, D.S.C.

On the whole, the propositions were creditably done by the majority of the candidates, but a few sent up blank answer-books, and some others, whose answer-books were not blank, showed a total want of knowledge of the subject. The two propositions from Book II. were reasoned correctly more frequently than might have been expected. In writing out some of the propositions (especially II. 9), many used a great deal of unnecessary verbal repetition, which might easily be avoided by more attention to conciseness. Most of those who attempted to prove III. 28 by superposition had failed to grasp what is necessary for this method of proof. With regard to the deductions, a fair number of candidates were successful with the first, but very few did the second or third, and hardly any attempted the last. In some instances answers were given to different questions from those asked in the paper. This seemed to arise from carelessness in reading the questions.

JUNIOR GRADE.—GIRLS.

Report of Rev. FRANCIS LENNON.

Although nearly 60 per cent. of the girls have qualified for pass in Junior Grade Euclid, I can hardly say that I regard the result of the examination as altogether satisfactory. From the nature of the mistakes made in answering some questions on the paper, one is forced to the conclusion that a very large proportion of the candidates have been satisfied with committing to memory the words of some text-book of Euclid without fully understanding their meaning. The substitution of a few very easy exercises for some of the Euclid text questions would, I think, have the useful effect of stimulating the thinking faculty.

ARITHMETIC.

MIDDLE GRADE.—BOYS.

Report of A. A. RAMBAUT, M.A.

I was greatly pleased with the answering I got from the candidates in this Grade, although none of them succeeded in answering all the questions perfectly correctly.

I was sorry to find, however, that a large number, who seemed to find little difficulty in questions such as Nos. 11, 12, 13, and 14, requiring long and careful work, broke down hopelessly in comparatively easy questions like Nos. 4 and 6, which demanded a little original thought.

The per-centages of those who passed with, and without, Honours will, I think, bear favourable comparison with the numbers in other years.

MIDDLE GRADE.—GIRLS.

Report of A. A. RAMBAUT, M.A.

The answering of the Middle Grade girls has scarcely been up to the usual standard this year.

Many of them seemed to have but the most shadowy acquaintance with the rules for calculating profit and loss, and to be blissfully ignorant of what is meant by discounting a bill.

Question 13 was, however, worked correctly by a fair proportion of them, and in the neatness and tidiness of their papers (qualities which, especially in Arithmetic, often ensure accuracy) the girls, as a whole, will compare very favourably with the boys.

MIDDLE GRADE.—COMMERCIAL COURSE.

Report of P. A. E. DOWLING.

I have examined the arithmetical papers of the Middle Grade, Commercial Course, and have found the answering, on the whole, very satisfactory, it would have been much more so had neatness and accuracy been more attended to. The method of reasoning might be considerably improved, as is evident from the fact that 90 per cent. gave as the answer to No. 4 first paper "there is neither gain nor loss," and not a single candidate answered the second portion of No. 3 same paper.

JUNIOR GRADE.—BOYS.

Report of P. A. E. DOWLING and Rev. J. MACBETH, LL.D.

We have examined Boys Junior Grade Arithmetic, and the answering shows an improvement on that of last year. Eight answered all the questions fully, and only about 28 per cent. failed to pass, showing that the paper of questions was of a very satisfactory character, and well suited to test real knowledge.

As was to be expected, questions such as 3, 4, and 6, which required considerable thought and reasoning powers were not so well answered as the others.

In the compound proportion questions, 5 and 7, we were pleased to note the absence of those clumsy methods so frequently employed last year. We would again draw attention to the fact that many excellent candidates lost marks through carelessness and inaccuracy of work, and would suggest that teachers impress on candidates the necessity of verifying their arithmetical calculations; this applies with particular force to some of the best students.

There is still much to be desired in the neatness and manner of working out the questions; in not a few instances the answer was to be found in the middle of the calculation without any indication to show that it was intended to be the answer.

JUNIOR GRADE.—GIRLS.

Report of A. A. RAMMANT, M.A.

The answering of the girls in this grade, on the whole, gave evidence of very careful teaching in the rules of arithmetic, and must be considered very satisfactory.

The fact, however, that so many who worked difficult questions like Nos. 11, 13, and 14 perfectly correctly, omitted or went wrong in Nos. 3, 4, and 6, where only an elementary knowledge of arithmetic is required in addition to a little common sense, seems to show that the candidates have not been sufficiently accustomed to thinking for themselves.

BOOK-KEEPING AND ACCOUNTS.

MIDDLE GRADE—COMMERCIAL COURSE.

Report of E. T. O'BRIEN.

Sixty-three per cent. of the few candidates who presented themselves in the above subject passed, but the answering, generally, was not of a very high order, too many having confined themselves to two or three questions, with a view to barely *peering*, and only in a few instances was the work really good and business-like.

The answers to some of the questions, outside mere Book-keeping, were often only random shots and absurd. As this is the first year of the above subject and so few candidates presented themselves, I do not consider the subject has yet had a fair trial.

BOOK-KEEPING.

JUNIOR GRADE.—BOYS AND GIRLS.

Report of E. T. O'BRIEN.

The answering of the boys and girls was as nearly as possible of the same character. Among both there were very many blanks, and of the entire number of candidates comparatively few were thoroughly instructed. Good writing and neat figures are essentials in book-keeping, and sufficient attention had not been given to these.

NATURAL PHILOSOPHY.

SENIOR GRADE.—BOYS AND GIRLS.

Report of THOMAS PRESTON, M.A.

The answering of the Senior Grade Boys in Natural Philosophy was extremely good and bore evidence, not only of sound and careful teaching, but in many cases also, of great natural intelligence on the part of the candidates. The Girls were little inferior to the boys, the best girls being especially clear and sound in their answers.

With respect to the mistakes made by the candidates in their answers it may be well to call the attention of teachers to the following :—

A great many candidates described Joule's Equivalent as one in which heat was converted into work, rather one in which heat was developed by the expenditure of work. So general was this mistake that one might legitimately fancy that some of the candidates were taught that Joule determined his equivalent by expending heat in the performance of work rather than the converse. Some of the candidates seemed to fancy that "Joule's Equivalent" was an instrument with paddle wheels for boiling water, and that Joule was "a distinguished French physicist." Generally speaking, in this question, the knowledge shown of momentum and kinetic energy was considerably inferior to that exhibited by the Junior Grade Boys in a corresponding question.

A great number of the candidates also failed to obtain marks for the determination of the velocity of light by observations on Jupiter's Satellites. The majority stated that the period of eclipse, that is the time from the disappearance to the re-appearance of the satellite, gradually grew longer as the earth moved to the opposite side of the orbit. The generality of this mistake among the boys should cause teachers to carefully direct their attention to this difficulty in the method.

The answering on the other questions was generally good and requires no comment, except perhaps that regarding the spectroscope; in this question many confounded lenses and prisms, while some described the kaleidoscope, and scarcely anyone pointed out the importance of the collimator or the advantage of the narrow slit.

MIDDLE GRADE BOYS.

Report of A. W. SCOTT, M.A.

Many of the Middle Grade Boys answered very well indeed, and the best candidates sent in excellent papers, especially in acoustics; they were often illustrated by neat drawings showing a practical knowledge of the apparatus described. The question in mechanics from the Junior Grade Course, which was an easy application of the laws of motion, was seldom done correctly, many of the candidates wrote down from memory a formula about Atwood's machine, without thinking whether it had anything to do with the proposed question. Some of the boys seem to learn formulae by heart without trying to understand the principles from which they are deduced; thus it was not at all unusual to find a numerical question about the specific gravity of a solid, worked out correctly from a formula by candidates who could not describe the apparatus necessary to perform the experiment. Again many boys thought they had answered No. 4, by stating it was a case of resonance, without explaining why resonance occurs under the given conditions. Only thirteen of the candidates were aware that the determination of the boiling point of a thermometer requires a simultaneous reading of the barometer at the place where the experiment is made; it is clear that the candidates have never seen this experiment, they rely on the description and picture given in the usual text books, this should not be the case; the apparatus required can be made for a trifle by any tinsmith, and the experiment is an instructive one. These remarks also apply to the boys who took the commercial course, their work does not call for any special comment.

MIDDLE GRADE.—GIRLS.

Report of A. W. SCOTT, M.A.

The papers sent in were few in number and poor in quality; many of the candidates wrote down things which they had learnt off by heart, although they had no relation to the questions asked; the best were fairly done but no candidate obtained Honour marks. In other respects they do not call for special observations.

JUNIOR GRADE.—BOYS.

Report of Rev. P. KEOGHAN, B.A., THOMAS PRESTON, M.A., and A. W. SCOTT, M.A.

On the whole the Junior Grade Boys answered fairly well, and the best candidates gave evidence of careful training on the part of their teachers. We noticed that in a great many instances boys who were unable to describe a barometer, or state what it measured, worked out accurately a numerical question on the height of a glycerine barometer, when the height of a mercurial barometer was given, and this question was done even by those who, when asked to describe a barometer, described a thermometer. These boys were evidently not acquainted with the use of instruments, although the confusion is singular, as Junior Grade Boys do not learn heat. Numerical questions on No. 4 and No. 6 were worked out correctly by boys who could not define the terms "work," "kinetic energy," or explain the meaning of the symbol "*g*." They seemed to have learned the formulae off by heart, and then to have substituted the given numerical values without understanding the principles underlying these formulae, or troubling themselves as to the value of the units in which the answers came out. Kinetic energy and momentum were frequently expressed in terms of the same unit and the correct unit for the latter was seldom given. All this indicates defective teaching, the boys are not familiar with the use of instruments, they are taught, not from experiments, but from books of numerical examples, and the principles of Natural Philosophy are not impressed upon them. Again, when an experimental proof of the parallelogram of forces is asked for, it is no answer to give a geometrical construction for the theorem, or a numerical explanation of it. These candidates had "got up" this answer, and, parrot-like had given the answer they were accustomed to give when the question included the words "parallelogram of forces." We desire to draw attention to the bad drawing of diagrams, and to the ignorance of Archimedes' Principle shown in the answers to No. 8. In some cases the sketches of a system of pulleys given as answers to No. 5 were so bad that it was impossible to make anything of them; although those sent in by the best candidates were neatly drawn.

JUNIOR GRADE.—GIRLS.

Report of Rev. P. KEOGHAN, B.A.

The answering of the Junior Grade Girls in Natural Philosophy, while showing some improvement on that of last year, cannot be described as altogether satisfactory. The numerical questions were

answered fairly well, but sufficient attention was not given by teachers to the explanation of the principles underlying the various formulae required for their solution. The answers to the other questions showed that the books had been carefully studied, but were marked by a want of precision and accuracy which indicated that the subject had not been sufficiently illustrated by experiment.

CHEMISTRY.

SENIOR GRADE—BOYS AND GIRLS.

Report of MICHAEL M'HUGH, M.A., M.B.

The answering of the boys in this grade has been of so excellent a character that the reading of their papers has been a pleasing task. Many of them showed a knowledge of every phase of the subject, including familiarity with practical details, and extending beyond the limits of the programme.

The reverse may be said of the answers sent in by the girls. One only of the four candidates showed even a moderate knowledge of the subject; the remaining three were rejected.

MIDDLE GRADE—BOYS AND GIRLS.

Report of J. DALLAS PRATT, M.A., M.D.

The answering in the Middle Grade was quite up to the average, and with regard to the boys there was no special feature to require comment. The few girls who were candidates were extremely ignorant, and it is hard to see why they presented themselves at all.

JUNIOR GRADE—BOYS AND GIRLS.

Report of MICHAEL M'HUGH, M.A., M.B., and J. DALLAS PRATT, M.A., M.D.

Generally speaking, the answering in this grade has been of a satisfactory character. As compared with last year, it may be observed that while, probably, a larger percentage of candidates reached the passing standard on this occasion, yet, that honour marks have not been so frequently awarded, while the instances of marked excellence have been decidedly fewer.

The evidences of "cramming" were, we regret to say, quite as striking as at the previous examination. We could not fail to observe that many candidates, evidently deficient in practical knowledge, were able to give definitions and equations correctly. Many of them also showed in their attempts to supply illustrations of their answers that, although definitions had been accurately committed to memory, their meaning had not been comprehended.

We should like to draw the attention of teachers to the style adopted by many of the candidates in giving their answers. Not only were they often unduly diffuse—especially where descriptions of experiments were required—but very frequently the candidates adopted the method of a professor lecturing a juvenile audience. Having had some experience in examining under the Board in this subject, we may say that this seems to be a rather general and characteristic error, which might, we think, be profitably corrected.

The answering of the girls in this grade does not call for any special notice.

DRAWING.

OBJECT DRAWING.

SENIOR GRADE—BOYS AND GIRLS.

Report of JOHN CARROLL.

The result of the examination in this subject is fairly good, about 50 per cent. of the candidates having secured marks entitling them to a pass.

A good feature in the result is that the majority of those who passed, passed well. Several drawings reflect great credit on the candidates who executed them, and show that these pupils have been well trained to use both hand and eye.

It may be of interest to point out that the work of the boys, generally, is much better than that of the girls.

PERSPECTIVE AND PROJECTION OF SHADOWS, &c.

SENIOR GRADE—BOYS AND GIRLS.

Report of JOHN CARROLL.

The papers in these subjects are of the most varied character, ranging from an excellent set of solutions to one paper in which not one solution was correct.

The result in total is, however, just a little better than that of the Object Drawing. The Perspective papers are more creditably worked than those on Projection of Shadows, which last subject has been severely avoided by many of the candidates.

This is a pity, for one-half of the total marks was thus lost to the candidate. Moreover, the subject, apart from its utility, is of so interesting a character to the draughtsman, and so easy to learn when the few principles are once grasped, that it is surprising more students have not availed themselves of the opportunity of gaining distinction in this important branch of drawing.

PRACTICAL GEOMETRY, &c.

MIDDLE GRADE.—BOYS AND GIRLS.

Report of THOS. M. LINDSAY.

I have to report, with reference to this examination, that a high proportion of the boys have passed with Honours. Their papers show a considerable grasp of the subject, with nicety of workmanship by the candidates, as well as careful training on the part of the teachers.

The girls are less fortunate, numbers of them appearing to have little or no knowledge of even the simpler problems.

FREEHAND.

MIDDLE GRADE.—BOYS AND GIRLS.

JUNIOR GRADE.—GIRLS.

Report of GEORGE M. ATKINSON.

The Junior Grade Freehand (girls) 487 exercises were fairly done, and of this and the Middle Grade Freehand (boys and girls), 218 exercises, I can speak. The results of the Junior Grade are quite equal to those of last year, and the Middle Grade decidedly better. The Freehand example (Middle Grade) was adapted from the splendid object known as "The Ardagh Cup," with the hope that this exercise may act as an introduction to Model Drawing, and supplement the student's study for the advanced stage examination. The subtle test curves (ellipses) were in most cases well understood, and the results, judging from the numbers submitted to me, very satisfactory.

JUNIOR GRADE.—BOYS.

Report of J. CARROLL and THOS. M. LINDSAY.

We have much pleasure in noting that the great majority of papers in this subject show an intelligent rendering of the example given to be copied. A high percentage of the drawings are well proportioned, with fairly accurate details, while not a few evince that nice discrimination of form which is the sign of art feeling.

We would point out, however, that in many cases the candidates have made the mistake of trying fineness of line rather than freedom, and firmness in their work.

PRACTICAL GEOMETRY.

JUNIOR GRADE.—BOYS.

Report of GEORGE M. ATKINSON and JOHN CARROLL.

In reporting on the exercises submitted in Geometry Junior Grade, we found in the majority of cases that the exercises were fairly worked. But the knowledge of the construction of the diagonal scale was very limited, and the decimal rendering was frequently substituted. The solutions dealing with sections were seldom accurate. A few reversed

the plan and elevation planes. We were pleased to observe several excellent papers amongst the exercises, which reflect great credit on the candidates and their teachers.

JUNIOR GRADE—GIRLS.

Report of THOMAS M. LINDSAY.

A very large proportion of candidates have failed in this examination; few of them showed any knowledge of the *Diagonal Scale*, and a considerable number were evidently quite ignorant of the subject.

I would suggest that greater attention be paid to the construction of scales generally, as well as to Solid Geometry.

MUSIC.

ALL GRADES.

Report of BRENDAN J. ROGERS.

In the Junior Grade, which affords the largest field for comparison of the work of the candidates on a common ground, I find that the percentage of failures has been about 12, while the number of those who have reached the honour limit, or passed it, is about 20 per cent.

These results, which in my opinion are not excessive in either direction, show that while the questions have been fairly searching and exacting, the answering in the main has reached a reasonably high level of excellence. The percentage of failure and success in the other grades does not materially differ from the Junior. While I report thus in general terms of the answering, I am of opinion that more attention ought to be given to the rules of counterpoint, whether in their application to the counterpoint exercises or in filling in the parts over a figured bass. Pupils might be taught also, with advantage, to study the exact bearing of a question, and thus avoid utterly wrong answering, by writing, for instance, of time signatures instead of key signatures, or by putting exercise into flats or sharps when the question plainly indicated the natural key. The answers to history and form questions, would also have been much the better of clearly understanding the questions as set down.

The other subjects I find do not call for any special remark from me.

BOTANY.

ALL GRADES.

Report of E. P. WRIGHT, M.D.

While in some cases the answering has been very creditable, yet the answering in general shows a want of a practical knowledge of the subject, and a lamentable ignorance of many of the technical terms employed. If the pupils' powers of observation were cultivated, it might be expected that they would be able to distinguish between a fruit and a seed, an inflorescence and a flower, a natural order and a species. Yet many of the Junior Grade Pupils have proved their inability to do so.

DOMESTIC ECONOMY.

SENIOR GRADE—GIRLS ONLY.

Report of Wm. JEROME HARRISON.

The papers in the senior grade were on the whole extremely well done. They gave me the impression that the majority of the students had previously passed in the two lower grades of the subject, and that their knowledge had the consequent thoroughness which results from steady and continuous study.

Of the ten questions set, those which most of the students seemed to find most difficult were Nos. 3, 4, and 9. In the first of these ("How to clarify fat, &c.") there seemed to be doubt as to the meaning of "clarify"; and the methods described were frequently impractical.

In question 9 ("Describe any method by which a house-keeper can tell how much money she spends annually, and in what manner") the faults lay in want of precision and fulness.

But the amount of good work done was very large, and many of the best papers might be published just as they were written, and would afford capital examples of the work of well-trained minds whose best efforts had been devoted to the study of a subject on which every woman ought to be well informed—be she destined for a duchess or a dairy-maid.

The questions as to the classification of food; the necessity for a mixed diet; the avoidance of "fashions" which are injurious to the body; sick-room duties; the advantages of *thrift*; all these were admirably answered, and often in great detail and with precise accuracy. It is pleasant to think that many homes will be made the happier by the knowledge displayed by the students of the senior grade in that essentially "home" subject—Domestic Economy.

MIDDLE GRADE—GIRLS ONLY.

Report of FANNIE GALLAHER.

The Middle Grade Papers this year were a decided advance on last year's productions, and set one thinking what capital juniors the candidates must have been, and what first-class seniors they were sure to turn out. The answers, taken one and all, were full of promise of the brightest kind and gave abundant proof of earnest work on the part of the teachers and of intellectual industry on the part of the scholars. A few years ago common sense was at a premium in the answering of all grades on this subject; now it is almost at a discount, fancy giving way to fact, and imagination to experience of the most practical description.

So far as my judgment goes, the Middle Grade shows this year, beyond doubt, that Domestic Economy has taken a firm hold of the girl-mind in Ireland, and that where an Examiner before used to be constantly treated to a variety of stupid transpositions of the words of the text-book, now he receives, as a rule, the result of scientific training and eye and hand knowledge. It was very gratifying to read the clear-headed remarks concerning the functions of the four fluids within the body, the resemblance existing between the human body and a steam-engine, and the relative merits of the two principal kinds of drinking water.

In marking the Papers, so high were the totals on several occasions that I began to fear I was suffering from an unusually easy frame of mind, so I turned back on several answer books and went over them conscientiously again, making an effort to be judiciously severe. But there was only the one conclusion to be arrived at—that the candidates were in complete possession of their excellence and could not be marked down, however serious any just effort or scrupulous desire.

JUNIOR GRADE—GIRLS ONLY

Report of WM. JEROME HARRISON and FANNIE GALLAHER.

Making due allowance for the youth of the students in this grade, and for the fact that they make acquaintance with the subject for (presumably) the first time, the majority of the papers worked must be considered satisfactory. In question 6, the precise nature of "semolina" proved a puzzle to many; and, in question 10, the description of the construction of a "thermometer" was frequently inexact, although its use was described fairly well.

We would again impress upon teachers of this eminently practical subject that, for the instruction to be of real value, practice and theory must go together. What a girl of this age (13 to 16) sees and handles, she will be almost certain to remember accurately; while "book-knowledge" alone—however thoroughly drilled in—is almost certain to betray itself by some gross error when the student is left to herself and is confronted only by the examination paper. Take the case of the thermometer. It is scarcely possible for a young student to understand and intelligently describe the instrument from books alone or from mere oral instruction. But the girl who has frequently had a thermometer in her hand, and who has used it, independently, to ascertain the temperature of rooms, of hot and cold water, the human body, &c., will understand the "book description" in one-tenth of the time, and will retain it with ten times the accuracy of the equally clever girl who is indebted to the book alone for her knowledge. It is the same with cookery, with clothing, and with the elementary knowledge of chemistry and of physiology, all of which constitute the foundations of Domestic Economy. Get the student as quickly as possible into contact with the facts of nature—this is the easiest and the quickest method of instruction. Cookery must be taught—by observation if not by actual practice—in the kitchen as well as in the class room. And so in the case of household materials, the purchase of clothing, the advantages of savings banks, &c.; precept must go hand in hand with practice.

APPENDIX IV.

LIST OF SCHOOLS TO THE MANAGERS OF WHICH
RESULTS FEES WERE PAID IN 1891, AND AMOUNTS
OF SUCH FEES.

LEINSTER.

County.	Town.	Name of School.	No. of Stu- dents paid on	Amount.
CARLOW, .	Carlow, .	Carlow College, . . .	7	£ 34 7 0
	do., .	Christ-Ann Schools, . . .	11	39 14 4
	Tallow, .	St. Patrick's Seminary, . . .	2	6 3 0
DUBLIN, .	Dublin, .	Christina Schools, James's-street, . . .	29	133 6 9
	do., .	do. Nth. Richmond-st. . . .	85	379 3 9
	do., .	do. Synges-street, . . .	28	195 6 0
	do., .	do. Westland-row, . . .	14	52 10 4
	do., .	Belvedere College (S.J.), . . .	20	137 15 7
	do., .	Catholic University School, . . .	13	62 17 7
	do., .	St. Beunswick-street School, . . .	6	12 12 0
	do., .	High School, 19, Harcourt-street, . . .	43	317 0 7
	do., .	King's Hospital, . . .	5	25 19 9
	do., .	Marianne Orphan Boys' School, . . .	13	61 17 6
	do., .	Merchant Tailors' School, . . .	1	5 8 0
	do., .	Private School, 83 Rathmines-rd., . . .	3	10 19 0
	do., .	Rathmines School, . . .	30	97 10 3
	do., .	St. Mary's College, Rathmines, . . .	4	22 4 0
	do., .	Wesley College, . . .	14	72 9 10
	Blackrock, .	Blackrock College, . . .	43	292 5 6
	Castlemock, .	St. Vincent's College, . . .	25	146 14 10
	Clonsilla, .	St. Joseph's Seminary, . . .	3	14 17 0
	Glauvin, .	St. Vincent's Orphanage, . . .	20	57 7 4
	Kingstown, .	Corrig School, . . .	23	127 1 0
	do., .	Kingstown School, Crosthwaite-terrace, . . .	3	5 2 0
	Sandymount, .	Academical Institution, Sandymount-green, . . .	11	48 0 6
	Santry, .	Santry School, . . .	9	56 8 0
	Terenure, .	Carmelite College, . . .	5	26 11 0
KILDARE, .	Athy, .	Christian Schools, . . .	16	81 16 10
	Monasterevan, .	do. . . .	3	6 18 0
	Newbridge, .	St. Patrick's Rectory, . . .	3	23 5 0
	Sallins, .	Clongowes Wood College (S.J.), . . .	43	267 17 1
KILKENNY	Kilkenny, .	Christian Schools, . . .	16	67 7 3
	do., .	Creighton's School, . . .	3	12 0 0
	do., .	Pecocke College, . . .	5	30 12 9
Carried forward, . . .			554	2,036 17 4

County.	Town.	Name of School.	No. of Sch- dents paid on	Amount.
KING'S COUNTY,	Parsinstown.	Carried forward, . . .	554	£ s. d. 2,836 17 4
		Presentation Brothers' Monastery	8	27 7 0
LONGFORD,	Longford,	St. Mel's College, . . .	6	82 8 0
LOUTH,	Draghela,	Christian Schools, . . .	16	81 3 0
	do.,	Grammar School, . . .	10	64 10 0
	Dundalk,	Christian Schools, . . .	26	114 4 10
	do.,	Educational Institution, . . .	11	64 19 0
	do.,	St. Mary's College, . . .	19	113 16 4
MEATH,	Navan,	St. Finian's Seminary, . . .	10	92 9 6
QUEEN'S CO.,	Mountath,	The Monastery, . . .	5	34 1 6
	Pectarlington,	Arlington House School, . . .	2	11 5 0
WESTMEATH,	Dunbruma,	Parra School, . . .	9	48 18 0
	Multyfarrham,	Wilson's Hospital, . . .	8	42 0 0
	Mullingar,	Christian Schools, . . .	16	68 18 7
WEXFORD,	New Ross,	Endowed School, . . .	1	7 12 0
	Wexford,	St. Peter's College, . . .	27	155 13 6
	do.,	Tate School, . . .	2	15 6 0
WICKLOW,	Bray,	Bray School, . . .	3	15 18 0
		Total, . . .	723	3,095 10 7

ULSTER.

ANTRIM,	Ballycastle,	Intermediate School, . . .	1	5 12 6
	Ballymena,	Civil Service and Intermediate School.	4	19 19 0
	do.,	Ladies' School, . . .	1	5 2 0
	Ballyvaughy,	Intermediate School, . . .	10	57 11 10
	Belfast,	Royal Academy, . . .	15	163 12 1
	do.,	Christian Schools, . . .	26	106 13 7
	do.,	Mercantile Academy, . . .	10	61 9 0
	do.,	Methodist College, . . .	30	275 8 1
	do.,	Royal Academical Institution, . . .	54	304 11 3
	do.,	St. Malachy's College, . . .	19	183 11 1
	Larne,	Grammar School, . . .	0	52 19 0
	Lisburn,	Intermediate and Univ. School, . . .	1	4 7 0
ARMAGH,	Armagh,	The Academy, . . .	9	65 3 6
	do.,	St. Patrick's College, . . .	9	70 16 9
	Lurgan,	The College, . . .	24	165 16 10
	Midletown,	Intermediate School, . . .	2	16 10 0
	Portadown,	Intermediate School, . . .	6	22 4 0
CARLISLE,	Carlisle,	St. Patrick's College, . . .	6	46 0 6
DUBLIN,	Letterkenny,	Diocesan Seminary, . . .	3	28 10 0
	Lifford,	Prior Endowed School, . . .	3	18 6 0
		Carried forward, . . .	250	1,624 12 0

County.	Town.	Name of School.	No. of Students paid on	Amount.
				£ s. d.
DOWNS, . .		Carried forward, . . .	250	1,634 12 0
	Banbridge, .	Academical Institution, . . .	6	44 11 9
	Bangor, .	Endowed School, . . .	1	4 7 0
	Holywood, .	Upper Sullivan School, . . .	12	76 7 0
	Newry, .	Christian Schools, . . .	22	115 12 9
	do., .	Intermediate School, . . .	18	76 1 10
	do., .	St. Colman's College, . . .	3	24 15 0
	Newtownards, .	Intermediate School, . . .	3	15 6 9
FERMANAGH, .	Saniskillen, .	Portora Royal School, . . .	12	97 16 0
LONDONDERRY, .	Coleraine, .	Academical Institution, . . .	16	117 6 3
	Londonderry, .	Academical Institution, . . .	15	150 1 0
	do., .	Boyle College, . . .	26	159 12 0
	do., .	St. Columba's College, . . .	7	27 7 8
	Maghera, .	Intermediate School, . . .	1	7 17 6
MONAGHAN, .	Monaghan, .	St. Macarten's Seminary, . . .	10	70 0 9
TYRONE, . .	Castlederg, .	Private School, . . .	2	12 11 3
	Cookstown, .	The Academy, . . .	5	25 1 0
	Dungannon, .	Royal School, . . .	11	95 12 6
	Newtown-stewart, .	Intermediate School, . . .	1	9 0 0
	Omagh, .	Christian Schools, . . .	11	52 4 10
	Stewartstown, .	The Academy, . . .	3	23 2 0
	Strabane, .	The Academy, . . .	8	64 2 4
		Total, . . .	410	2,081 9 3

MUNSTER.

CLARE, . .	Ennis, . .	Christian Schools, . . .	13	63 18 0
	do., .	Diocesan College, . . .	12	86 14 10
	Kilrush, .	Christian Schools, . . .	7	34 1 0
CORK, . .	Bandon, .	Grammar School, . . .	4	25 17 6
	Charleville, .	Christian Schools, . . .	10	55 3 6
	Cork, .	do., .	82	403 5 7
	do., .	Christian Brothers' College, . . .	41	165 7 1
	do., .	Collegiate School, . . .	8	16 4 0
	do., .	Grammar School, . . .	12	61 16 0
	do., .	Presentation College, Maróyke, . . .	36	182 6 0
	do., .	Queen-street Collegiate School, . . .	19	149 2 0
	do., .	University and Intermediate Academy, Great George's-st., . . .	3	19 14 6
	Fermoy, .	St. Colman's College, . . .	25	182 7 3
	Millow, .	Patrician School, . . .	13	63 14 0
	Midleton, .	Christian Schools, . . .	16	73 17 6
	do., .	The College, . . .	10	67 19 8
	Queenstown, .	Presentation College, . . .	11	61 4 0
	Rosscarbery, .	St. Faughnan's College, . . .	4	25 13 0
	Skibbereen, .	University & Intermediate School, . . .	2	16 6 3
	Youghal, .	Christian Schools, . . .	18	72 6 3
		Carried forward, . . .	341	1,827 18 0

County.	Town.	Name of School.	No. of Students paid on	Amount.
				£ s. d.
KERRY, .	Dingle, .	Carried forward, . . .	341	1,837 18 0
	Killarney, .	Christian Schools, . . .	1	6 3 0
	Listowel, .	St. Brendan's Seminary, . . .	25	172 16 9
	Trillick, .	St. Michael's College, . . .	9	55 6 3
	Trillick, .	Christian Schools, . . .	17	69 19 0
LIMERICK, .	Bruff, .	Christian Schools, . . .	2	7 7 0
	do., .	St. Patrick's Seminary, . . .	4	25 16 0
	Kilcornin, .	Drumlohan School, . . .	1	12 15 0
	Limerick, .	Christian Schools, . . .	29	207 7 7
	do., .	Leamy School, . . .	4	15 15 0
	do., .	Sacred Heart College (S.J.), . . .	10	82 15 9
	do., .	St. Munchin's College, . . .	7	59 2 0
TIPPERARY, .	Carrick-on-Suir	Christian Schools, . . .	8	31 7 0
	Cashel, .	Rockwell College, . . .	10	53 5 0
	Clonmel, .	Christian Schools (St. Mary's), . . .	1	5 5 0
	do., .	do., (St. Peter and Paul's), . . .	11	19 11 10
	Nenagh, .	Christian Schools, . . .	11	46 16 7
	Tipperary, .	Christian Schools, . . .	14	64 6 3
	do., .	Grammar School, . . .	6	33 3 0
WATERFORD, .	Dungarvan, .	Christian Schools, . . .	19	72 0 10
	do., .	St. Augustine's Seminary, . . .	4	26 0 6
	Lismore, .	The College, . . .	4	26 14 0
	Waterford, .	Christian Schools, . . .	29	138 16 6
	do., .	Collegiate School, 12, Lady Lane, . . .	1	6 15 0
	do., .	Diocesan School, . . .	3	20 8 9
		Total, . . .	582	3,457 5 7

CONNAUGHT.

GALWAY, .	Galway, .	Grammar School, . . .	15	84 12 0
	do., .	St. Ignatius' College, . . .	1	8 5 0
	Loughrea, .	St. Brendan's College, . . .	7	44 17 0
	Tuam, .	St. Jarlath's College, . . .	7	52 19 1
	do., .	Christian Schools, . . .	6	25 4 0
LESTRIM, .	Manorhamilton	Intermediate School, . . .	3	24 9 0
MAYO, .	Ballinrobe, .	Christian Schools, . . .	1	9 15 0
	Westport, .	do., . . .	9	34 11 6
ROSCOMMON, .	Athlone, .	Ranelagh School, . . .	13	65 8 6
	do., .	St. Mary's Intermediate School, . . .	3	27 4 6
	Boyle, .	Academical Institution, . . .	5	10 10 0
	Elphin, .	Bishop Hodson's Grammar School, . . .	3	19 13 0
SLIGO, .	Sligo, .	The College, . . .	8	50 18 6
	do., .	Primrose Grove School, . . .	6	54 6 0
	do., .	Mrs. Bennett's School, . . .	1	4 7 0
		Total, . . .	86	546 0 1

GIRLS.

LEINSTER.

County.	Town.	Name of School.	No. of Stu- dents paid on	Amount.
				£ s. d.
DUBLIN, . .	Dublin, . .	Alexandra College,	21	170 5 9
	do., . .	Alexandra School,	30	103 0 6
	do., . .	Dominican Convent, 19, Eccles- street.	21	109 9 3
	do., . .	Frankfort College, Rathgar. . .	3	16 13 9
	do., . .	German Day School, 45 Wellin- ton-place.	1	5 12 6
	do., . .	King's Hospital, Oxmantown, . .	1	4 1 0
	do., . .	Ladies' School, 3 Harrington-st.	4	21 13 6
	do., . .	Loretto Convent, 43, North Gt. George's-street.	10	29 9 6
	do., . .	Loretto Convent, Stephen's-gn., .	12	95 8 9
	do., . .	Loretto Convent, Rathmines, . .	2	8 17 0
	do., . .	Masculine Female Orphan School,	8	32 17 0
	do., . .	Piccadilly Asylum, 75, Camden- street.	3	20 6 6
	do., . .	Miss Jones' Private-School, 19, Leinster-square, Rathmines, . .	6	28 7 0
	do., . .	Rathgar School, The Mhara Temple.	11	50 11 0
	do., . .	Rolland School,	20	106 1 6
	do., . .	St. Margaret's Hall, Burlington- road.	4	27 7 6
	Balbelgga,	Loretto Convent,	13	72 4 6
	Castleknock, .	Merrion's School,	4	8 8 9
	Dalkey, . .	Loretto Abbey,	6	33 9 9
	Kingsdown, .	Royal Terrace School,	2	5 2 0
DUBLIN, . .	Monkstown, .	Belgrave-square School,	3	13 11 6
	do., . .	Miss Finneane's School,	1	5 2 0
	Terenure, . .	Miss Carnegie's School, 5, Mount Tallant-terrace.	3	12 3 0
KILDARE, . .	Athy, . .	Convent of Mercy School, . . .	3	16 10 9
KILKENNY, . .	Kilkenny, . .	Loretto Convent,	4	14 13 3
LOUTH, . .	Drogheda, . .	Ladies' School, St. Peter's, . .	1	5 2 0
	Dundalk, . .	The Misses Parke's School, . .	6	20 14 0
MEATH, . .	Navan, . .	Loretto Convent,	17	102 12 0
QUEEN'S CO., .	Mountmellick, .	Friends' School,	6	32 5 0
WESTMEATH, .	Mullingar, . .	Loretto Convent,	11	58 10 0
WEXFORD, . .	Wexford, . .	Loretto Convent,	5	27 10 0
WICKLOW, . .	Rathdrum, . .	The Castle,	1	9 15 0
		Total,	243	1,297 16 0

ULSTER.

County.	Town.	Name of School.	No. of Students paid for.	Amount.
				£ s. d.
ANTRIM, . .	Ballycastle, .	Intermediate School,	1	2 11 0
	Ballymena, .	Ladies' School, Flinton-place, . .	4	22 2 6
	Ballymoney, .	Intermediate School,	4	25 10 0
	do., .	Ladies' School, Victoria-place, . .	3	17 11 0
	Belfast, .	Victoria College,	69	437 5 10
	do., .	Ladies' School, 4, Princess Gardens	10	41 5 9
	do., .	Methodist College,	15	89 19 10
	do., .	Mercantile Academy,	6	29 11 9
	do., .	The Elms, Belmont,	4	15 0 0
	do., .	Oriel College,	3	20 2 0
	do., .	Miss Hudson's School,	1	4 16 0
	do., .	Ladies' School, 2, Westminster Villas, . .	1	4 1 0
	do., .	Ladies' School, 2, Osborne-ter., . .	3	27 15 0
	Carrickfergus, .	Alexandra School,	7	33 4 8
	Randalstown, .	Parkgate Intermediate School, . .	3	6 13 0
ARMAUGH, . .	Armagh, .	Miss Calvert's School, St. Mark's-place, The Mall,	3	16 4 9
	do., .	The Abbey School,	1	5 2 0
	do., .	The Academy,	1	6 13 0
	Portadown, .	Alexandra School,	6	30 3 0
CAYN, . .	Lurgan, .	Ladies' School, 31, High-street, . .	4	19 1 9
	Cootchill, .	Ladies' School,	1	7 2 6
DONEGAL, . .	Lifford, .	Prior Redwood School,	3	13 16 0
	Newtown- Lifford, .	Mrs. L. V. Holtan's Ladies' School,	1	4 1 0
DOWN, . .	Banbridge, .	Ladies' Collegiate School,	3	16 7 0
	Barger, .	Endowed School,	1	1 8 5
	Holywood, .	Upper Sullivan School,	12	64 16 6
	Newry, .	Ladies' Intermediate School,	10	41 9 6
	Warrenpoint, .	Madame Teresa's School,	5	28 17 0
LONDONDERRY, .	Castledawson, .	Hillhead School,	1	3 6 0
	Coleraine, .	Bryndorwyn Ladies' School,	2	13 19 0
	do., .	Ladies' School, Gordonville,	2	14 2 0
	Londonderry, .	Ladies' Collegiate School,	27	156 18 1
	do., .	Ladies' Boarding School, 26, Cleoney-terrace,	1	4 16 0
	do., .	Miss Jenkins' School,	3	25 9 6
	do., .	Strand House School,	35	165 1 7
MAGHERA, . .	Maghera, .	Intermediate School,	1	7 10 0
MONAGHAN, . .	Carrickmacross, .	Convent of St. Louis,	6	35 2 0
	Monaghan, .	St. Louis Convent,	10	49 7 0
	do., .	Ladies' School,	6	38 15 9
TYRONE, . .	Cookstown, .	Ladies' School,	5	38 4 3
	Dungannon, .	Ladies' School,	1	6 6 0
	Newtown- stewart, .	Intermediate School,	2	13 3 0
	Omagh, .	Ladies' Collegiate School,	1	5 11 0
	do., .	Loretto Convent,	8	30 1 6
	Strabane, .	Private School,	3	12 3 0
	Total,		299	1,707 11 4

MUNSTER.

County.	Town.	Name of School.	No. of Students paid on	Amount.
				£ s. d.
CLARE, . .	Ennis, .	Convent of Mercy,	12	58 8 6
CORK, . .	Cork, .	High School for Girls, . . .	8	39 6 0
	do., .	Ladies' Seminary, 6, South Mall,	1	4 1 0
	do., .	Miss Melhore's Seminary, . . .	4	15 15 9
	do., .	Misses Sheppard's School, 4, St. Luke's-place.	2	3 8 1
	do., .	Rochelle Seminary,	6	53 15 9
	do., .	Urncliffe High School, St. Angela's, Richmond.	30	157 0 3
	Midleton, .	Intermediate School,	1	1 16 0
	Queenstown, .	Convent of Mercy,	2	7 1 0
KERRY, . .	Trillick, .	Presentation Convent, . . .	3	16 17 6
LIMERICK, .	Limerick, .	Leamy School,	3	11 2 0
	do., .	Madame de Pras' College, . . .	1	1 16 0
	do., .	University & Intermediate School,	2	6 3 4
TIPPERARY, .	Roscrea, .	Miss Hughes's School, . . .	1	5 11 0
WATERFORD, .	Waterford, .	Sacred Heart Convent, Ferrybank,	1	4 16 0
		Total,	76	306 18 2

CONNAUGHT.

SLIGO, . .	Sligo, . .	Mrs. Bennett's School, . . .	3	24 15 0
		Total,	3	24 15 0

APPENDIX V.

THE BURKE MEMORIAL PRIZES.

A sum of money, subscribed in memory of the late THOMAS HENRY BURKE, Esq., Under Secretary to the Lord Lieutenant, was transferred by the Burke Memorial Committee, on 18th March, 1884, to the Intermediate Education Board for Ireland, who undertook to administer the Fund in accordance with the following Rules—(the sum funded is £1,222 18s. 11d. Consols):—

I. The annual income from the fund shall be applied in paying three Prizes, one of £16, one of £10, and a second of £10; any surplus or deficiency to be apportioned in the same ratio. If, in the opinion of the Commissioners, sufficient merit be not shown by the Candidates competing to justify the award of any or either of the Prizes, the amount of such Prize may be, at the discretion of the Board, withheld and added to the principal.

II. No student shall be qualified to receive these Prizes except the children of persons who are, or have been, in receipt of salary or pension in Ireland, paid out of money derived from Parliamentary Grants, Rates or Taxes, other than members of the Naval or Military Services, not being also in Civil employment.

III. The Prizes shall be awarded as follows:—that of £16 to the Boy whom, at the annual Examination in the Junior Grade among Male Candidates qualified in the manner expressed in the next preceding Rule, the Board shall adjudge to rank highest in answering; One Prize of £10 to the Boy whom in the same Grade at such Examination the Board shall adjudge to rank second among such persons in answering; and the other of £10 to the Girl whom, at such Examination in the same Grade, among Female Candidates qualified in the manner aforesaid the Board shall adjudge to rank highest in answering.

IV. The decision of the Board shall be final and decisive in determining whether the Candidates fulfil the conditions of the third Rule.

V. The Board may deduct all expenses connected with the trust from the yearly income.

APPENDIX VI.

RULES.

THE INTERMEDIATE EDUCATION BOARD FOR IRELAND, in pursuance and by virtue of the "Intermediate Education (Ireland) Act, 1878," and of every other power them thereunto enabling, do hereby, with the approval of His Excellency Lawrence, Earl of Zeeland, Lord Lieutenant-General and General Governor of Ireland, make the following Additional Rules for the purposes of the said Act :—

I. The Rules specified in the Schedule hereto, are hereby revoked.

II. The following Rules shall take effect from the date hereof, and shall be read as if they were included in and formed part of the Rules sealed on the 14th day of April, 1891. They may be cited or referred to as if in said last-mentioned Rules they had been distinguished by the respective numbers herein attached to them :—

20. In the year 1892 Exhibitions of such value as the Board may determine, but not exceeding £20 each, tenable for one year, shall be awarded to such students as the Board shall adjudge to have obtained the highest places at the Examination in the Preparatory Grade. £20 Exhibitions substituted for £7 Prizes.

21. In the year 1892 Exhibitions of such value as the Board may determine, but not exceeding £20 a year each, tenable for three years, and payable as the Board may direct, shall be awarded to such students as the Board shall adjudge to have obtained the highest places at the examination in the Junior Grade. Junior Exhibitions increased from £15 to £20.

21A. The number of Exhibitions in the Preparatory and Junior Grades, respectively, shall be such as the Board may determine, but shall not exceed one for every ten students in the aggregate who shall have passed in those grades respectively in accordance with Rule 14 or Rule 15, as the case may be. If, on dividing the aggregate in either Grade by ten, there shall remain a number not less than five, an additional Exhibition may be awarded in the Grade of such aggregate. Number of Rewards in Preparatory Grade doubled. Exhibitions substituted for £10 Prizes in Junior Grade.

36. In the year 1892 Results Fees shall be paid to the managers of Schools who shall comply with the Rules of the Board, for students who, having attended their Schools from the 1st of November of the year previous to that of the examination, and having made at least one hundred attendances from that date to the last day of the month preceding the examination shall have obtained credit for such examination generally, either in the Ordinary or in the Commercial Course. Such Results Fees shall be calculated at such rates as the Board may determine, but such rates shall not exceed—

In the Preparatory Grade the rate of 2s. ;

In the Junior Grade the rate of 4s. ;

In the Middle Grade the rate of 6s. ; and

In the Senior Grade the rate of 8s.

per 100 marks assigned to each subject in which the student shall have passed : provided—

(1.) That Results Fees shall not be paid to the Managers of more schools than one for the same student in respect of the same subject, in

the same year; nor for the same student in respect of the same subject a second time in the same grade;

(2.) That the aggregate of the sums already paid, and hereafter to be paid for Results Fees, for any one student, shall not exceed the sums following, viz:—

In the Preparatory Grade, £6;
 In the Junior Grade, £10;
 In the Middle, £15; and
 In the Senior Grade, £20.

37. The following sums shall be payable, and paid, only out of moneys which have been, or may be, received by the Board, in pursuance of Section 3 (ii.) of the Local Taxation (Customs and Excise) Act, 1890, viz:—

- (a) The entire amounts of the Exhibitions in the Preparatory Grade;
- (b) The following sums, parts of the amounts which shall become payable in respect of each Junior Grade Exhibition, viz:—
 £7 10s., part of the amount payable in the first year thereof;
 £12 10s., part of each amount which shall become payable in respect of each of the second and third years thereof;
- (c) The Results Fees for students in the Commercial Course; and in the Preparatory Grade of the Ordinary Course; and
- (d) The following proportions of the Results Fees for students in the Ordinary Course, viz:—
 In the Junior Grade, one-half thereof.
 In the Middle Grade, seven-twelfths thereof.
 In the Senior Grade, five-eighths thereof.

SCHEDULE OF THE RULES REVOKED BY ABOVE RULE 1.

The Rules numbered as follows in the Rules sealed 14th day of April, 1891:—

Nos. 20, 21, 36, and 37, of the Rules regulating the Ordinary Course.
 No. 16 of the Rules regulating the Commercial Course.

Given under our Common Seal this
 9th day of January, 1892.

L.S.

Present at Board Meeting when Seal
 was affixed,

T. J. BELLINGHAM BRADY, } Assistant
 JOHN C. MALET, } Commissioners.

WE, LAWRENCE, EARL of ZETLAND, Lord Lieutenant-General and General Governor of Ireland, do hereby approve of the foregoing Rules.

(Signed), ZETLAND.

Dated this 9th day of January, 1892.

(Copy).

No. 2966.

DUBLIN CASTLE,

29th February, 1892.

GENTLEMEN,

I have to acknowledge the receipt of your letter of the 27th instant, forwarding, for submission to His Excellency the Lord Lieutenant, the Report of the Intermediate Education Board for Ireland for the year 1891.

I am,

Gentlemen,

Your obedient servant,

(Signed), W. S. B. KAYE.

The Assistant Commissioners
of Intermediate Education,
1, Hume Street.